

Peer Feedback on Students' Writings

(A Case Study at English Education Study Program of Teacher Training and Education Faculty of University of Muhammadiyah Prof. Dr. HAMKA Jakarta)

A Thesis

Submitted to the English Education in Partial Fulfillment of the Requirements for the Master's Degree in English Education



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ABSTRACT

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This study was mainly trying to find out 1) what kinds of peer feedbacks found in multiple drafting writings, 2) what improvements the students make in their writing after receiving peers' feedback, 3) what the benefits of peers' feedback to the students. The study employed a qualitative method. There were three kinds of instruments; class observation, documentations, and interviews done to six central respondents. The observation was directed to gain picture of how peer feedbacks were applied and of who the respondents would be. The documentations consist of peer feedback and reflection journal. The information on interviews were conducted to explain the answers of the questions and to gain more insight of peer feedbacks.

In relation to the first question, the research revealed that the students made different kinds of peer feedbacks. The students' feedbacks are categorized based on the points which are paid attention in writing essays, such as grammar, mechanics, organization, syntax, vocabulary, content, quality, and types. The students had different ways of writing the feedbacks. However, the majority of feedbacks found were grammar. Concerning the second question, the research found that students improved their understanding about how to write an essay, their writing components, their writing before handing to the lecturer, their chances to brainstorm ideas in their writing, and their confidence in their writing

Regarding the third question, the research revealed that the benefits of peer feedback to the students were that they were motivated in writing an essay, they could enlarge their concept of readership, they had chances to practice for revision, and they could be enhanced their communication skill.

It was expected that the findings of this study would be able to give teachers a picture on the common feedbacks the students produced and on what kind of action was likely to take to help students produce more than a better feedbacks. By using peer feedbacks, finally, teachers were expected to be able to promote the process of writing to the students.

DECLARATION

I hereby certify that this thesis entitled "Peer Feedback on Students' Writing: A Case Study at an English Department in a University in Jakarta" is completely my own work. I am fully aware that I have quoted some statements and ideas from many sources. All quotations are properly acknowledged.

Bandung, June 2008

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the end.

Siswena

Peer Feedback on Students' Writing
(A Case Study at English Education Study Program of Teacher Training and
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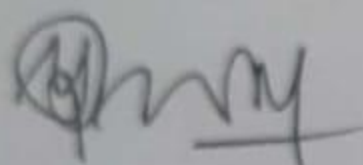
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Accepted by the Faculty of Graduate School, Indonesia University of Education,
in partial fulfillment of requirements for the Master's degree in English Education

Board of Examiners

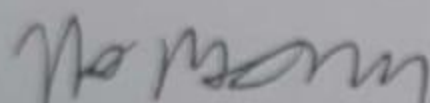
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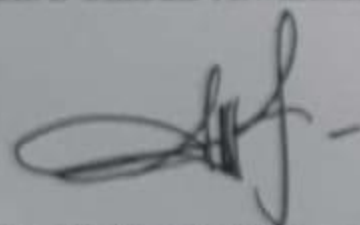
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Dedicated to

My beloved Father and Mother

*My family, my beloved wife (Enny Sumarni), my son (Rafi Hanif Fadhlán), and
my daughter (Rifa Hana Firdausa)*

For their support and pray

PREFACE

There were a lot of assignments during my study in the English Education Program of School of Graduate Studies in Indonesia University of Education. There were also many trends learnt in the process of learning, one of which was the trend to apply collaborative technique in writing. It was so interesting and encouraging for me to take writing process in the class. It inspired me to conduct research on one of the processes of writing applied in undergraduate level, especially on peer feedbacks. In conducting the research, I did not only accomplish the requirement for gaining my master's degree in English Education but also gained some insights into the kinds of feedbacks the students were likely to produce, and its benefits relating to peer feedbacks.

I am aware that this thesis is far from being perfect; therefore, for improvement of this writing, suggestions and comments will be highly appreciated.

Bandung, April 2008

Siswana

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Alhamdulillah Rabbil Alamin, I thank Allah SWT that after my ups and downs, I finally am able to finish this thesis entitled “Peer Feedbacks on Students’ Writings (A Case Study at English Education Study Program of Teacher Training and Education Faculty of University of Muhammadiyah Prof. Dr. HAMKA Jakarta)” as a partial fulfillment of Master’s Degree in English Education. In this section, I also would like to express my deepest appreciation to some people.

First and foremost, special gratitude goes to my first supervisor, Prof. H.A. Chaedar Alwasilah, M.A., Ph.D., for guiding me during the research and the research writing. I also thank him for his willingness in sharing insights into and in sharing some materials related to the topic. I am also most grateful to my second supervisor, Prof. Dr. Hj. Nenden Sri Lengkanawati, M.Pd., for kindly giving valuable inputs and feedbacks during supervising.

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My sincere thanks go to my classmates for supporting for each other during my study and to my parents, as well as Mas Teguh and my brother, Hari for their support and pray. Last but not least, I thank my family, my beloved wife

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CHAPTER I

INTRODUCTION

This chapter spotlights on the introduction to the research, including context of need, research questions, and general approach of the research. To elucidate those aspects, several sections are presented. They are background of the research, research questions, objectives of the research, general approach of the research, significance of the research, scope of the research, the clarification of terms, and organization of the thesis.

A. Background

Writing is an act of communication. Most writers write to communicate a message to readers. Writing has become part of people lives. They write magazines, newspapers, novels, and academic books. Most of them write either for pleasure or for academic purposes for example to share certain information. In the university level, writing becomes one of the activities that students always do in every subject. They write essays, papers, summaries, and writing assignments. Therefore, students should master effective writing skill in order that they are able to write effectively.

Of the four language skills (reading, speaking, listening and writing), the writing skill has, for a long time, been ignored or been treated with less respect than it deserves. Writing is the most neglected language skill in schools. Most university graduates are not equipped with writing skills (Alwasilah, 2001, p.15). Therefore, it is believed that there is no doubt that writing is the most difficult

skill for students to master. Compared to other skills, writing is perceived as the most difficult to acquire by students and to teach by teachers. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. The students have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and others. The difficulty becomes even more prominent if their language proficiency is weak (Richards and Renandya, 2002: 303). Moreover, writing an essay is not simple for the students. They should pay attention to parts of it. The parts of an essay are introduction, body, and conclusion. The introduction includes an engaging lead and theme statement. The body is a few paragraphs long with a main idea. The conclusion sums up and expands on the main idea.

It takes study and practice to develop the writing skill. Russo (1987, p. 83) then suggests that a writing skill can be developed through class writing, group writing, individual writing, and community writing - each contributing to the perfecting of the skill. In addition, Cohen (1994) states, "In recent years, the process approach to writing has begun to replace the more traditional product-oriented approach in language writing programs." Moreover, Hermann in Bruffee (1983) and Faigley (1985) point out that teachers have turned their classrooms into communities of learners, as the focus of writing pedagogy shifts from written products to writing as a process, and as ways of making knowledge - including writing - are viewed from a collaborative or social perspective. Therefore, respected teachers and writing theorists have fostered peer groups in high school

and college classrooms as a way to encourage students to write and revise. The students are given chances to write about a topic of personal importance.

Good writing does not happen overnight. It involves a process. The process will force the writers to go through the revision required to produce a polished piece of work. Therefore, in the whole semester, students work on multiple drafts of their writing. Here, there are several steps in the writing process. Writing process as a classroom activity incorporates the four basic writing stages: planning, drafting, revising, and editing, and three other stages externally imposed on students by teacher, responding (sharing), evaluating and post-writing. The steps begin with prewriting and end with proofreading a final draft. The steps are like prewriting, writing a first draft, sharing, revising into a second draft, and editing into a final draft (Basili, et. al. 2003: 9). The process is intended to be done in linear order. Each step should follow the previous step and each step of the writing process builds upon the work done prior. For this reason, being able to get feedback from the readers during the writing process, before finalizing the final product, becomes an important tool. It allows the writer a chance to find out what parts of their works in progress are working well and which need improvement.

Responding (sharing) to student writing by the teacher or by peers has a central role to play in successful implementation of process writing. Responding intervenes between drafting and revising. It can be oral or in writing, after the students have produced the first draft and just before they proceed to revise (Richards and Renandya, 2002: 317). In this step, the students seek out others for feedback. The writers ask peers for reaction to what they are writing. The students

have to learn to draft and revise according to collaborative feedback from peers and instructors; they must also learn to give this feedback. In collaborative writing, it provides several benefits, such as: firstly, it mirrors real-world writing situations where professionals often cooperate on presentations, reports, and projects; secondly, group work provides instant feedback and a sense of audience; thirdly, the reactions of peers help student writers understand they are writing for a community, not merely for their instructor (<http://www.swc.utexas.edu/assignments/collaboration.shtml>). So, one productive way that teachers can provide feedback for students writing is through the use of peers' feedback in group. In this group, students read and respond to others' draft. Such feedback can be provided in the margin, between sentence lines or at the end of students' texts. It can be effectively carried out by having students respond to each other's texts in small groups. Then, when students revise, they review their texts on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader. In addition, when writers seek feedback about their writing, they inject a dose of reality into the picture. They find out for certainty whether their writing understandable or not. Having spent hours on end developing an essay, the writers tend to lose objectivity. It's an inevitable part of the writing process, and it happens to all writers. Feedback helps them see the essay with a fresh eye (Basili, Seppy, et. al. 2003: 171).

By implementing peer writing groups, teachers encourage students to give, seek, and react to feedback among themselves as they write, in addition to reacting to the teachers' traditional comments on finished papers. Teachers foster peer groups as a way to encourage students to write and revise. Hence, writing groups, whose activity is sometimes referred to as peer conferencing or peer collaboration, have become a pedagogical tool in a wide-range of teaching and learning contexts. Teachers have peer groups respond in writing to written drafts from their fellow students (http://eku.comu.edu.tr/index/3/1/gkurt_datay.pdf). In peer feedback sessions students not only compose their own texts but read the texts written by other students, adopt the role of interested readers and commentators, and help each other in the elaboration of better texts. This collaboration increases a range of social and communication skills, including negotiation skills and diplomacy, verbal communication skills, giving and accepting criticism, justifying one's position and assessing suggestions objectively (Topping, 2000). Responding to peer work involves students in each other's writing, so that they can see similar problems and weaknesses in their own writing (Grabe and Kaplan, 1996).

In writing, the writers always think of what they write. Therefore, the quality of writing and feedback the writers give to a piece of writing should reveal some qualified one. It is, necessarily, then, to build the writing habit and to motivate them to write feedback to others' piece of writing. This kind of activity could be an answer to what Alwasilah (2001: 25; 2003: 324) found in his research that predominant technique is teachers have students write a composition, grade it,

but never return to them, that students never know what is right or wrong with their composition, and that there is no written feedback on the students' work. It is, somehow, in line with the condition at English Programme of FKIP of Prof Dr. Hamka Muhammadiyah University, in the process of teaching learning in writing class. The teaching of writing has been done without involving the students' role, especially in activating their ability in giving feedbacks to their peers' writing. Usually, the lecturers ask them to write a piece of writing and then to collect it, but there is no feedbacks from the lecturers, if any, only in oral feedback. This makes students frustrated. In addition, the failure of many writing programmes in schools today may be attributed to the fact that responding is done in the final stage when the teacher simultaneously responds and evaluates, and even edits students' finished texts, thus giving students the impression that nothing more needs to be done.

As one of institutions in preparing the students in English, writing is one of subjects offered for the students. It is hoped that the students can use English well in the situations where they need because the ability to write in English as the international language in specific situations is one of the most basic condition for the students to have. However, the success is still far from perfection meaning that some students cannot write English well. In other words, they are not able to write using English effectively.

From observation of how students can improve their writing, it can be understood that there are more benefits of the peer feedback in writing. Therefore, it is believed that the idea of peers' feedback is applicable as they write, and peers'

feedback can be one powerful alternative in writing process. The earlier discussion on the benefits of peers' feedback application and the importance of it has led to interest in conducting research on peers' feedback. Therefore, this present study tries to investigate peers' feedback written on multiple drafts on students' writing. Hopefully, this study can give and support teachers in meeting some of the more daunting challenges of teaching writing.

B. Research Questions

There are three research questions which become the focus of this research, as follows:

- (1) What kinds of peer feedbacks are found in multiple drafting writings?
- (2) What improvements do the students make in their writing after receiving peers' feedback?
- (3) What are the benefits of peers' feedback to the students?

C. Objectives of the Research

The research has been directed to analyzing peers' feedback on students' writings (A Study at English Education Program of Prof. Dr. HAMKA Muhammadiyah University in the 2006/2007 academic year). The specific objectives are:

- (1) What kinds of peer feedbacks found in multiple drafting writings.
- (2) What improvements the students make in their writing after receiving peers' feedback.
- (3) What the benefits of peers' feedback to the students are.

D. General Approach of the Research

This research employed a qualitative method for it investigates the process of giving feedback to students' writing. This method is in line with what Maxwell (1996) emphasizes related to qualitative method. He states that it is suitable to comprehend the process by which events and actions take place. Specifically, this research is a case study since it only focused on a specific phenomenon.

E. Significance of the Research

This research has several significant reasons. The first is that this research is meant to show that peer feedback is one powerful alternative to apply in teaching writing. It can facilitate students to think deeply on what they write. In so doing, the writing will be meaningful for the students. The meaningfulness of the writing is shown by each feedback given by the peers that are likely to be different one another.

The second reason was the fact that the feedback which tends to be subjective. Hopefully, it will not lead to an opinion that it is only a trivial thing to apply in the writing. In this way, the findings of this research are expected to be able to give teachers a picture on the common feedbacks the students give towards what they write. In addition, the findings are expected to give picture on what kind of action is likely to take to help students to give feedback. Peer feedbacks will, most of the time, carry personal opinion of the writer. In clarifying the feedback, the students need to analyze or to give reason for their opinion. The last but not least, the findings of the research are expected to be beneficial to the process of teaching and learning of writing.

F. Scope of the Research

As it was mentioned earlier, the research is meant to find out 1) what kinds of peer feedbacks found in multiple drafting writings, 2) what improvements the students make in their writing after receiving peers' feedback, 3) what the benefits of peers' feedback to the students are. The respondents of the research are students of English Education Study Program of Prof. Dr. HAMKA Muhammadiyah University in the 2006/2007 Academic Year. The process of giving peers' feedback was employed by the instructor in the writing 3 class. The data of the research were gathered through class observation, document analysis, and interviews. Then the data were analyzed by the qualitative method.

G. The Clarification of Terms

Peer Feedbacks : Comments given to or received from peers which are written on multiple drafts that can be used in revising writing. The comments are written by peers on available space of the draft-1, draft-2, and draft-3 writings of four different topics.

Students' Writings : The writings made by six respondents in the process of writing of multiple draft writings of four compositions during the semester namely expository, descriptive, argumentative, and narrative.

H. Organization of the Thesis

This thesis comprises of five chapters. Chapter one puts forward the introduction of the research, namely why it is essential to use peers' feedback in

the process of writing. Chapter two becomes the base reference in researching the phenomena. Therefore, the chapter presents review of related literature. Chapter three clarifies the procedures of conducting the research. The data presentation, the analysis of the findings, and discussion of the research are reported in chapter four. Last but not least, chapter five draws the conclusions of the research and presents some suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

The chapter emphasizes some literature related to the study. There are several sections discussed, namely theory on writing, types of text writing, process of writing, steps of writing, feedback, sources of feedback, peer feedback, and the importance of feedback. Below are the elaborations of them.

A. Theoretical Foundation

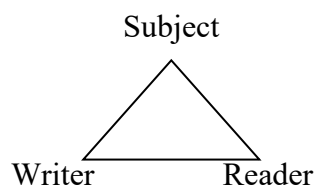
1. Theory on writing

Good writing involves a process. That process five steps that begin with prewriting and end with proofreading a final draft – will force the writer to go through the revision required to produce a polished piece of work. The five-step process is intended to be done in linear order; that is, each step should follow the previous step. Each phase of the writing process builds upon the work done prior, so it's important to keep that momentum going. Therefore, the process of writing is indeed flexible. The five steps of the process of writing are: (1) prewriting, (2) writing a first draft, (3) sharing, (4) revising into a second draft, and (5) editing into a final draft (Basili, et. al. 2003:8-9).

The teaching of writing involves a combination of the communicative approach and the process to writing, people write to communicate with readers, people write to accomplish specific purposes, and writing is complex process. The teachers focus on form, i.e. syntax, grammar, mechanics, and organization. The

content is seen as vehicle for the correct expression of grammatical and organizational patterns and correct choice of vocabulary.

Good writing requires the ability to write good sentence(s) in order to be understood by others (Oshima and Hogue: xi). Writing is quite different than that often found in personal writing where the relationship between writer and reader is often more important than the actual content of the text. However, the important relationships to be signaled are those between sentence and sentence. This requires a constant monitoring of grammatical and lexical information (Gee: 154). According to Hobelman and Wiriyachitra (1995: 123), the characteristics of clear, fluent, and effective communication of ideas are (a) word choice: vocabulary, idiom and tone, (b) organization: paragraph, topic and support, cohesion and unity, (c) mechanics: handwriting, spelling, (d) grammar: rules for verbs agreement, articles, pronouns, (e) syntax: sentence structure, sentence boundaries, stylist choices, (f) content: relevance: clarity, originality, logic. Besides, writing clearly means thinking clearly. When it is done successfully, the writer shows precision of thought. Writing looks easy, but it requires a great deal of thought. It is for the success of communication between writer and reader. It is important for them to have ability to analyze discourse in order to understand the relationship of the Writer to the reader and subject. The writer, the subject, and the reader form the communication triangle, as shown below (Gibson:29).



In the past, writing and reading are considered separate skills. The writer writes a message and the reader extracted the message. The writer is an active composer whose message is more important than the reader; the reader is a passive receiver who can understand the message if s/he is clever enough. However, researchers have found that the relationship between writer and reader is quite different. Both writing and reading are active, complex skills, and the more writers know about their readers, the more successful their writing will be. In the same way, the more readers know about the writer and the topic of the text, the easier and more successful the reading will be (Reid, 1994: 1).

2. Types of text writing

Before writing, the first thing the writers need to do is to streamline the topic. To do this, they clarify their intent. Are they writing to: persuade? (persuasive writing), describe? (descriptive writing), share? (personal writing), or tell a story? (narrative writing). Wishon and Burks (1980: 377) explain that the form of writing used to tell or relate is called narration; that used to describe is called description; that used to explain or interpret is called exposition (or explanation); the form of writing used to persuade or argue is called argumentation. Below are elaborations of them.

The first, narration is the form writing used to relate the story of facts or events. It places occurrences in time and tells, what happened according to natural time sequence. Types of narration include short stories, novels, and news stories, as well as a large part of everyday social interchange in the form of letters and conversation.

The second, description gives sense impressions. It reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time i.e. days, times of day, or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality. Description helps the reader his/her imagination, to visualize a scene or a person, or to understand a sensation or emotion. Good description requires careful observation and organization. It usually has three important qualities. It has a dominant impression supported by specific details, a clearly recognizable mood, and logical development.

The third, exposition is used in giving information, making explanations, and interpreting meanings. It includes editorials, essays, and informative and instructional material. The types of it are process, definition, analysis, and criticism. The fourth, argumentative essay is one type of writing that requires writers to have higher-level of thinking and to be able to synthesize information and data from multiple sources and viewpoints. Argumentation is used in persuading and convincing. It means supporting one side or the other of a controversial topic. It is designed to convince or persuade somebody that something is true or should be done. It is closely related to exposition and is often found combined with it. It is used to make a case or to prove or disprove a statement or proposition. Its method is to make a general statement and support it or sometimes to lead logically to a general conclusion by a series of facts. Argument depends for its effectiveness on logical reasoning and concrete support

for stated facts. The bases of useful argumentation are straight thinking and a logical method of establishing proof. There are several basic methods of reasoning. Inductive reasoning begins with the specific and moves to general. Deductive reasoning begins with general and moves to the specific. Cause and-effect reasoning analyzes results growing out of a given set of circumstances. Argument by authority is to cite the statements of acknowledged authorities on the subject under discussion.

3. Process of writing

Process writing is the process approach treats all writing as a creative act which requires time and positive feedback to be done well. Tribble (1996) in Holmes (2003, p.3) defines the process approach as an approach to the teaching of writing which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models. Thus, the focus shifts from the final product itself to the different stages the writer goes through in order to create this product, by breaking down the task as a whole into its constituent parts. Writing can seem greatly less frightening and more manageable to the EFL student.

The one of best mediums for implementing the writing process into the classroom is through a writing workshop. A typical writing workshop is a block of time scheduled each day for students to work through the writing process. The teacher's role shifts from whole class instructor to a facilitator and promoter of writing. The instruction becomes individualized as students focus on their own interests, perceptions, and background experiences.

Czerniewska (1999, p.475) notes that during the late 1970s and early 1980s, an approach to the study of writing developed which has had a major impact on the way that writing is taught in schools. Collectively, it has been termed the 'process approach'. While details in the accounts of process theory differ, they share the same underlying assumption that writing is a complex set of cognitive behaviors. Writing is descended as a series of interrelated behaviors. For example, to produce a school essay a student might first discuss the issue with friends, jot down key points, and then write a first draft. The ideas might be discussed with others, the draft revised and finally edited and 'published'.

Process theorists propose different sequences of a writer's behavior. Ronk (2003, p.9), for instance, proposes a circular model with five main steps labeled: prewriting, writing a first draft, sharing, revising into a second draft, and editing into a final draft. Others talk in terms of prewriting, drafting, revision, editing, and publishing (Graves, 1983 in Czerniewska, 1999, p.475). Murray (1980) cited in Richards (1990, p.108-109) distinguishes three stages in writing: rehearsing, drafting, and revising.

However, in practice the process is messy. It is not linear; it is recursive (Gibson, 2002; Harmer, 2002; Hairstone, 1990; Calderonello and Edwards, 1986; Emig, 1971). A scenes of thought process that are repeated a number of times, but not always sequentially: brainstorming, drafting, developing and organizing ideas, revising and editing. For example, drafts may be written, revised, drafted again, revised further, and so on.

4. Steps of writing

According to Richards and Renandya (2002), process writing in the classroom is highly structured as it necessitates the orderly teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage. The planned learning experiences for students may be described as follows.

a. Planning (pre-writing)

Prewriting is the creative phase that allows the writers to uncritically come up with ideas and material. Anything goes here, and the goal is to jot down whatever comes to mind. Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. Prewriting is a type of creative writing that's done to generate ideas. This activity helps the writers generate ideas (Oshima and Hogue, 1991: 3). After the writers have chosen a topic and narrowed it to a specific focus, the next step is to generate ideas. This is done by a process called brainstorming. There are three useful brainstorming techniques, namely: listing, free writing, and clustering. Listing is a technique in the writers think about the topic and quickly make a list of whatever words or phrases come into mind. Free writing is activity in which the writers write freely about a topic to look for a specific focus. Clustering is a technique in which the writers make balloons filled with the words related to one another. It is description: in the center

of the paper, write the topic and draw a 'balloon' around it. Then write whatever ideas come to the mind in balloons around the core. Think about each of these ideas and make more balloons around them.

b. Drafting

The writers begin to develop and form the ideas. Here is where the writers begin to shape the vague thoughts into more concrete ones (Basili, 2003: 9). Once sufficient ideas are gathered at the planning stage, the first attempt at writing - that is, drafting - may proceed quickly. One dimension of good writing is the writers' ability to visualize an audience. Although writing in the classroom is almost always for the teacher, the students may also be encouraged to write for different audiences, among whom are peers, other classmates, pen-friends and family members. A conscious sense of audience can dictate a certain style to be used. Students should also have in mind a central idea that they want to communicate to the audience in order to give direction to their writing.

Depending on the genre of writing (narrative, expository or argumentative), an introduction to the subject of writing may be a startling statement to arrest the reader's attention, a short summary of the rest of the writing, an apt quotation, a provocative question, a general statement, an analogy, a statement of purpose, and so on. Such a strategy may provide the lead at the drafting stage. Once a start is made, the writing task is simplified 'as the writers let go and disappear into the act of writing' (D'Aoust, 1986. p. 7).

c. Responding

The writers seek out others for feedbacks (Basili, 2003: 9). Responding to student writing by the teacher (or by peers) has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising. It is the teacher's quick initial reaction to students' drafts. Response can be oral or in writing, after the students have produced the first draft and just before they proceed to revise.

Text-specific responses in the form of helpful suggestions and questions rather than 'rubber-stamped' comments (such as 'organisation is OK' 'ideas are too vague' etc.) by the teacher will help students rediscover meanings and facilitate the revision of initial drafts. Such responses may be provided in the margin, between sentence lines or at the end of students' texts. Peer responding can be effectively carried out by having students respond to each other's texts in small groups or in pairs.

d. Revising

When students revise, they review their texts on the basis of the feedback given in the responding stage. Using the feedback the writers receive, the writers will rewrite the essay. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors (i.e., editing). It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

To ensure that rewriting does not mean recopying, Beck (1956, p. 149) suggests that teacher collect and keep the students' drafts and ask them for rewrites. When the students are forced to act without their original drafts, they become more familiar with their purposes and their unique messages. The writers move more ably within their topics, and writing develops tones of confidence and authority. Another activity for revising may have the students working in pairs to read each other's drafts before they revise. As students listen intently to their own writing, are brought to a more conscious level of rethinking and reseeing what they have written.

e. Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like.

The students are, however, not always expected to know where and how to correct every error, but editing to the best of their ability should be done as a matter of course, prior to submitting their work for evaluation each time. Editing within process writing is meaningful because students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as part of the process of making communication as clear and unambiguous as possible to an audience.

f. Evaluating

Teachers pleading lack of time have compressed responding, editing and evaluating all into one. This would, in effect, deprive students of that vital link between drafting and revision -that is, responding- which often makes a big difference to the kind of writing that will eventually be produced.

In evaluating student writing, the scoring may be analytical (i.e., based on specific aspects of writing ability) or holistic (i.e., based on a global interpretation of the effectiveness of that piece of writing). In order to be effective, the criteria for evaluation should be made known to students in advance. They should include overall interpretation of the task, sense of audience, relevance, development and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of communication.

g. Post-writing

Post-writing constitutes any classroom activity that the teacher and students can do with the completed pieces of writing. This includes publishing, sharing, reading aloud, transforming texts for stage performances, or merely displaying texts on notice-boards. The post-writing stage is a platform for recognizing students' work as important and worthwhile. It may be used as a motivation for writing as well as to hedge against students finding excuses for not writing. Students must be made to feel that they are writing for a very real purpose.

5. Feedback

Feedback is objective comments given to or received from others that can be used in revising writing assignments. Keh's definition of feedback is 'the comments, questions and suggestions a reader gives a writer' in order to produce 'reader-based' prose (Keh, 1990, p 294), both teacher and peer-evaluation stages in process writing can also assist students in the all-important task of discourse recreation. As part of the cycle of writing and response, students expect to receive feedback from the teacher, as well as from classmates. The feedback usually takes two forms: comment and error correction.

a. Comment

Students focus on what peers are trying to communicate and share the personal reactions to their ideas. They never correct peers' writing, either in grammar, usage or vocabulary. They never use a red pen because again this creates a notion of correction, and some students may feel that they are correcting their ideas. They only share their own ideas in response to their writing, no more and no less. By avoiding these traps, students can begin to experience the freedom from their inhibitions as they explore their writing and their own identity (<http://iteslj.org/techniques/Dickson-Freewriting.html>).

b. Error correction

Normal correction techniques for composition classes include looking for specific vocabulary or language problems, providing comments on effectiveness, and suggesting improvements in rhetoric, etc. This is not appropriate or effective for free writing. Matsuda notes "After all, the great purpose of the technique is to

discover the great, yet fragile ideas students may have been hiding in the bottom of their consciousness”. This kind of criticism may have a negative effect on students' confidence and willingness to express themselves on paper, particularly undesirable given free writing's main purpose.

However, one of the most frequent suggestions that students make is that free writing mistakes should not go uncorrected. Effective feedback can be provided simply. One method is to collate the most common mistakes in a separate notebook and provide follow-up remedial work on the problem areas at more appropriate time. They would not need to identify the source of the incorrect forms. Another method allows for a separate space in each student's notebook (at the back). Here similar comments can be collated and commented on. Remedial work can be targeted more to individual student. Either of these methods would address the concerns of students more than adequately.

6. Sources of feedback

There are possible sources of feedback. First, the writer himself, he can learn to be his own best reader, particularly if he practices reading his own work critically. Second, a classmate, he can be an excellent source. A classmate knows the course material and can help the writer make sure the writer understand the course content. Third, an expert reader, he is working on an advanced degree in the subject area of the paper. Fourth, a professor, he has a Ph.D. in the area that the writer is studying. Fifth, a roommate, it can be very helpful to get feedback from someone who does not know anything about the paper topic. Because he is unfamiliar with the subject matter, often he asks questions that help the writer

realize what the writer needs to explain further or that push the writer to think about the topic in new ways. Sixth, the writing center, the staff can help the writer identify problems and address them at any stage of the writing process. The last, Writing Center's Handouts and Links section on website, these can give the writer tips for proofreading the paper and help with making an argument, information about comma, usage, and transitions and more (<http://www.unc.edu/depts/wcweb/handouts/feedback.html>).

7. Peer feedback

Peer feedback is based on the socio-cognitive approach to learning according to which “knowledge is best acquired through negotiated interaction” (Grabe and Kaplan, 1996: 380) and cooperative learning. The socio-cognitive view suggests that students will develop as writers more effectively as they engage in transactions over their own texts and the texts of others while negotiating real intentions with a real audience.

Peer feedback is seen as a way of giving more control to students since it allows them to make active decisions about whether or not to use their peers' comments as opposed to a passive reliance on teachers' feedback (Mendonça and Johnson, 1994; Mittan, 1989). Peer feedback means feedback from their fellow students. If they are working on the same assignment as another student, peer feedback can mean exchanging drafts and comments on each others' draft. When they solicit feedback, they need to evaluate it for its relevance to the writing. They need to pay attention to peers' feedback whether or not the feedback is relevant to

the writing. Moreover, they have to learn to draft and revise according to feedback from peers, and they must also learn to give this feedback.

Peer feedback, with its potentially high level of response and interaction between reader and writer, encourages a collaborative dialogue in which two-way feedback is established and meaning is negotiated between the two parties (Rollinson, 2005). The use of peer feedback in L1 settings as well as in ESL/EFL writing classrooms has been supported as a potentially valuable aid for its social, cognitive, affective and methodological benefits (Mendonça and Johnson, 1994; Villamil and de Guerrero, 1996). The advantage of peer feedback is that their peers share their perspectives on writing and their problems. They may also feel less threatened by feedback from peers. They will certainly feel grateful to accept comments from their peers than comments from teachers. Peers are best able to tell them if their writing is interesting or not and whether it makes sense to them. The important point is that their writing belongs to them. Whatever kind of feedback they receive, it is up to them whether they act on it or not. Peers are best able to tell the writer if the writing is interesting or not and whether it makes sense to peers (http://ec.bku.hk/writing_turbocharger/feedback/default_answer.htm).

Peer feedback has also proved to have an impact on affect, increasing motivation through the sense of personal responsibility, and improving self-confidence (Topping, 2000). Since student reviewers soon perceive that other students experience the same difficulties in writing that they do, peer feedback also leads to a reduction in writer apprehension and an increase in writer confidence.

8. Types of feedback

In providing written feedback, the teachers need to remember that the students tend to expect feedback to be negative and that it can be a strong disincentive to writing for many talented writers. Hence, the teachers want the students to continue writing; teachers need to include some specifics along with peers' suggestions for improvement (<http://wac.gmu.edu/teaching/feedback.html>).

The feedback on students' writing could fall into one of four categories:

- Empathy merely means finding something within the writing that they can echo with their own experience.
- Sharing is the act of sharing an experience that in some way directly relates to the writer's ideas.
- Elicitation allows them to suggest ways in which the writer could add to what has already been written on the paper, and takes the form of either questions or direct commands, such as "Tell me more about..." or "I'd like to know more about this ..."
- Encouragement is perhaps the vaguest of the categories since it merely acknowledges that the writer has written well by saying "You have written a good piece" (<http://iteslj.org/techniques/Dickson-Freewriting.html>).

9. The importance of feedback

The advantage of peer feedback is that peers share their perspectives on writing and their problems. The writer may also feel less threatened by feedback from peers. The writer will certainly feel less obliged to accept comments from peers than comments from teachers. Peers are best able to tell the writer if their

writing is interesting or not and whether it makes sense to them. The important point is that the writing belongs to the writer. Whatever kind of feedback the writer receives, it is up to the writer whether the writer acts on it or not.

The students would like feedback from someone else about their writing. It can be done when they are just beginning a paper and want to talk to peer about their ideas. Besides, they might be midway through a draft and find that they are unsure about the direction you have decided to take. When they ask for feedback, they are no longer working in a void, wondering whether or not they understand the assignment. By seeking feedback from others, they are taking positive, constructive steps to improve their writing. Later they will be a better writer and writing will become a less painful process (<http://www.unc.edu/depts/wcweb/handouts/feedback.html>).

The important thing about feedback is that it should be useful to and sensitive to the writer. The best kind of feedback is feedback that the writer has asked for. This means that if a writer gives the draft to peer to read, a writer should tell him what kind of feedback he wants. He should give the reader some questions to answer or some points to pay attention to. Positive feedback is helpful than negative feedback because it encourages the writer to improve the writing (http://ec.hku.hk/writing_turbo_charger/feedback/default_answer.htm).

B. Previous Related Research Finding

Morrow (2006) mentions in the study of An Application of Peer Feedback to Undergraduates' Writing of Critical Literature Reviews in Department of Psychology, University of Glasgow University that the students who participated

in the implementation of peer feedback reported positive views towards it, as has been demonstrated elsewhere. cursory evaluation suggests that the process was beneficial in encouraging students to read other CRs (Critical Reviews) provide useful peer feedback and actively engage with the task.

Jacobs and Zhang (1989) in their research of Peer Feedback in Second Language Writing Instruction: Boon or Bane prove that peer feedback does not seem to provide as much misleading guidance as some instructors and students fear, and students are able to clear a considerable amount of confusion among themselves. Although in comparison to teacher feedback, peer feedback does not affect the rhetorical or informational aspects of L2 writing to any significant degree, it does improve the grammatical accuracy in a no less efficient fashion than teacher feedback. However, it is important that L2 learners be made aware of the potential of peer feedback. Peer feedback and teacher feedback can complement each other.

Melissa (2007) in How Different Types of Peer Feedback Affect Writing Performance found that the current study advances our knowledge about understanding's relationship with performance and the types of feedback that could increase one's understanding. Similar to other research involving understanding, the current study provides additional support that understanding is important in changing performance. Knowing which feedback features to include in order to increase understanding and which feedback features to avoid because they might decrease understanding is also important because understanding is so important for improving performance.

Blain (2001) in *Study of Verbal Peer Feedback on the Improvement of the Quality of Writing and the Transfer of Knowledge in Francophone Students in Grade 4 Living in a Minority Situation in Canada* points out that the results of this action research, performed in the framework of learning written French in a minority situation, indicate that elementary school teachers can make use of peers during the revision phase of the writing process. In fact, the quality of the writing increased between the first draft and the final draft whether the texts were revised alone or in a group. The improvement is slightly higher when the children participated in peer response groups. Children as young as the participants in this study are therefore capable of providing feedback in order to improve certain aspects of their friends' texts, particularly with regard to grammatical spelling.

Kurt and Atay (2007) in their research of *The Effects of Peer Feedback on the Writing Anxiety of Prospective Turkish Teachers EFL* result the study was beneficial in understanding the effects of peer feedback in reducing Turkish PTs' L2 writing anxiety. The study suggests the use of peer feedback as a complementary practice to teacher feedback, and not as a substitute, especially with learners at higher proficiency levels.

C. Synthesis

From the previous related researches on peer feedback, it could be synthesized that the focuses of the study are differently investigated but they become enriching points to more comprehensive about the importance of peer feedback in process of writing. Firstly, the students who participated in the implementation of peer feedback reported positive views towards it, as has been

demonstrated elsewhere. Secondly, cursory evaluation suggests that the process was beneficial in encouraging students to read other CRs (Critical Reviews) provide useful peer feedback and actively engage with the task. Thirdly, peer feedback does improve the grammatical accuracy in a no less efficient fashion than teacher feedback. Fourthly, the current study advances our knowledge about understanding's relationship with performance and the types of feedback that could increase one's understanding. The last, elementary school teachers can make use of peers during the revision phase of the writing process and the quality of the writing increased between the first draft and the final draft whether the texts were revised alone or in a group. The study was beneficial in understanding the effects of peer feedback in reducing Turkish PTs' L2 writing anxiety.

The respondents the research ranged from elementary school students to university ones, as well as teachers, but the focus was still not enough to cover the topic of peer feedback completely. For example, the research above did not cover the types of peer feedback written in multiple draft writing, what other improvements could be found after receiving peer feedback, and what benefits of peer feedback to the students at university level.

CHAPTER III

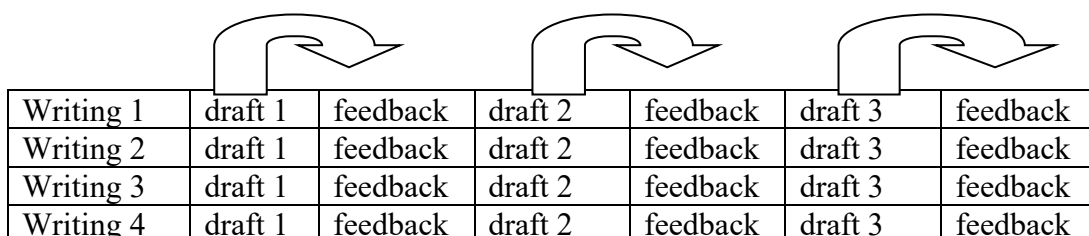
RESEARCH METHODOLOGY

This chapter is mainly an elaboration of some essential aspects concerning to research methodology. The discussion takes account of research design, research site, participants, data collection and data analysis.

A. Research Design

The major purposes of this study are to find out: what kinds of peer feedbacks found in multiple drafting writings, what improvements the students make in their writing after receiving peers' feedback; and what the benefits of peers' feedback to the students are.

The study employed a qualitative method since it observed peers' feedback to the writing. This is in line with what Merriam emphasizes that the focus of qualitative study is on process (Maxwell, 1996: 19). The research was intended to be a case study since first there was only an analysis of single social unit, i.e. the chosen students, in a certain period of time (Merriam, 1988: 9). The other reason is because this study made use of multiple sources of evidence (Yin, 1994: 90).



The students wrote four different compositions. Then, each composition

should be read and given feedbacks by peers. The feedbacks given by peers were written in available space of the drafts. The feedbacks were given for three drafts of each composition.

B. Research Site

The research was conducted at the English Education Study Program of Prof. Dr. HAMKA Muhammadiyah University in Jakarta. The research was particularly carried out in Writing 3 subject for students of fifth semester. The reason for choosing this program as the place to carry the research out was for the effectiveness in terms of time limitation in gathering the data. The English Education Study Program of this university offered collaborative technique to be applied during the teaching learning process of writing.

C. Participants

This qualitative study observed the students' feedback writing towards the peers' writing which they expressed in process of essay writing. There were thirty six students in class. However, since there was researcher's limitation of time and focus, this study especially focused on individual case of six. The data gained from the students, then, were considered as the major source of the data analysis. The secondary data were gained from the students' interview. Since the research was qualitative research, the choice of participants observed was as important as the choice of employed methods.

The choice of participants observed was basically to achieve representative data of the whole class. The respondents were selected based on students' performance during the class interactions. They were actively engaged in

the process of essay writing. There were six students selected as participants.

The six participants were then coded as R#1, R#2, R#3, R#4, R#5, and R#6. The choice of the participants was a purposive sampling. The six respondents were students of semester fifth at the English Education Program of Prof Dr. HAMKA Muhammadiyah University in Jakarta who took Writing 3 subject. Each of the participants and the writings was as follows:

R# 1 wrote four compositions with different titles. The first composition was descriptive which told about 'The Fat Guy and Mr. *Pelipur Lara*'. The feedbacks of draft-I were from Maya, Tyas, and Indri. The feedbacks of draft-2 were from Indri, Maya, and Tyas. The feedbacks of draft-3 were from Tyas, Indri, and Maya.

The second writing was about "Let's Speak English". It was expository. The feedbacks of draft-I were from Dina, Maya, Indri, and Tyas. The feedbacks of draft-2 were from Tyas, Maya, Indri, and Dina. The feedbacks of draft-3 were from Indri, Tyas, Lala, and Maya.

The third essay was argumentative and it was about "Drug Addiction". The feedbacks of draft-I were from Indri, Tyas, and Maya. The feedbacks of draft-2 were from Tyas, Indri, and Maya. The feedbacks of draft-3 were from Maya, Tyas, Indri, and Dina.

The last writing was about "My Sad Moment". It was narrative. The feedbacks of draft-I were from Indri, Dina, Yunita and Tyas. The feedbacks of draft-2 were from Tyas, Indri and Dina. The feedbacks of draft-3 were from Tyas, Maya, Lala, and Indri.

R#2 wrote four compositions with different titles. The first composition was descriptive which told about "My Lovely Sister". The feedbacks of draft-I were from Indri, Tartila, Maya, and Betha. The feedbacks of draft-2 were from Betha, Indri, and Maya. The feedbacks of draft-3 were from Maya, Betha and Indri.

The second writing was about "How to Be a Good Friend". It was expository. The feedbacks of draft-I were from Maya, Betha and Indri. The feedbacks of draft-2 were from Betha, Indri, Dina, and Maya. The feedbacks of draft-3 were from Indri, dina, and Ajrini

The third essay was narrative and it was about "My Unforgettable Moment". The feedbacks of draft-I were from Dina, Yunita, and Indri. The feedbacks of draft-2 were from Maya, Indri, and Betha. The feedbacks of draft-3 were from Maya, Lala, Indri and Betha..

The last writing was about "My Hobbies". It was argumentative. The feedbacks of draft-1 were from Maya, Indri and Betha. The feedbacks of draft-2 were from Maya, Betha, and Indri. The feedbacks of draft-3 were from Betha, Indri, Dina, and Maya.

R#3 wrote four compositions with different titles. The first composition was descriptive which told about "My Great Figure". The feedbacks of draft-I were from Amel, Munawaroh and Novi. The feedbacks of draft-2 were from Munawaroh, Sari Narolita, and Novi Octa V. The feedbacks of draft-3 were from Sari, Asep, Muna and Novi.

The second writing was about "The Function of The Park". It was

expository. The feedbacks of draft-1 were from Sari, Nilanovari, Munawaroh, and Yuliawati. The feedbacks of draft-2 were from Muna, Novi, Sari, firly, and Yuliawati. The feedbacks of draft-3 were from Muna, Amel, Sari, and Dwi.

The third essay was narrative and it was about "My Changing". The feedbacks of draft-1 were from Firly. Novie Rahmawati and Hanifah. The feedbacks of draft-2 were from Novi, Yuli. The feedbacks of draft-3 were from Yuli, Nila, Muna.

The last writing was about "Youth's Life in Indonesia Nowadays". It was argumentative. The feedbacks of draft-1 were from Yull, Firly, and Sari. The feedbacks of draft-2 were from Yuli, Firly, and Sari. The feedbacks of draft-3 were from Nilanovari, Yuli, Firly and Faisal.

R#4 wrote four compositions with different titles. The first composition was narrative which told about "My Feeling Today". The feedbacks of draft-I were from Dwi Ratna Tyas.H, Tartila Rahmadian, and Betha. The feedbacks of draft-2 were from Betha and Gandhis. The feedbacks of draft-3 were from Betha and Gandhis.

The second writing was about "Our National Government". It was expository. The feedbacks of draft-1 were from Indri. Tyas, and Betha. The feedbacks of draft-2 were from Indri, Dina, Tyas, and Betha. The feedbacks of draft-3 were from Tyas, Betha, and Indri.

The third essay was descriptive and it was about "Indri Astuti Kristianingsih". The feedbacks of draft-1 were from Tyas, Betha, and Indri. The feedbacks of draft-2 were from Indri., Tyas, and Betha. The feedbacks of draft-3

were from Indri, Tyas, Betha, and Dina.

The last writing was about "Good Parents". It was argumentative. The feedbacks of draft-1 were from Betha, Indri, Yunita and Tyas. The feedbacks of draft-2 were from Betha, Tyas and Indri. The feedbacks of draft-3 were from Lala, Tyas, Betha and Indri.

R#5 wrote four compositions with different titles. The first composition was narrative which told about "A Seventh Brownies Maker". The feedbacks of draft-1 were from Tyas, Betha, Yunita and Indri. The feedbacks of draft-2 were from Tyas, Yunita and Indri. The feedbacks of draft-3 were from Betha, Laili, and Indri.

The second writing was about "Favourite Teachers". It was descriptive. The feedbacks of draft-1 were from Maya, Tyas, and Betha. The feedbacks of draft-2 were from Maya, Betha, and Indri. The feedbacks of draft-3 were from Betha, and Laili.

The third essay was argumentative and it was about "Vehicle Accident". The feedbacks of draft-1 were from Yuliawati, Yunita, and Ajrini. The feedbacks of draft-2 were from Betha, and Indri. The feedbacks of draft-3 were from Maya, Betha, Tyas, and Indri. The last writing was about "The Wisdom of Fasting Month". It was descriptive. The feedbacks of draft-1 were from Tyas, Indri, and Maya. The feedbacks of draft-2 were from Yunita, Nilanovari, and Frischka. The feedbacks of draft-3 were from Indri, Betha, and Yunita.

R#6 wrote four compositions with different titles. The first composition was descriptive which told about "Valentino Rossi". The feedbacks of draft-1

were from Tartila.R, Maya.D, Dwi Ratna Tyas.H, and Betha. The feedbacks of draft-2 were from Maya Diandini, Dwi Ratna Tyas H, and Betha. The feedbacks of draft-3 were from Betha, Maya, and Tyas.

The second writing was about "How To Enjoy My Life". It was expository. The feedbacks of draft-1 were from Tyas, Betha, Yunita, and Maya. The feedbacks of draft-2 were from Tyas, Ajer, and Maya. The feedbacks of draft-3 were from Dina, Yunita, and Ajer.

The third essay was argumentative and it was about "Daniel Pedrosa In His Seniors' Opinions". The feedbacks of draft-1 were from Betha, Tyas, and Maya. The feedbacks of draft-2 were from Betha, Tyas, and Maya. The feedbacks of draft-3 were from Betha, Tyas, and Maya

The last writing was about "Look Twice before You Act". It was narrative. The feedbacks of draft-1 were from Maya, Betha, and Tyas. The feedbacks of draft-2 were from Maya, Betha, and Tyas. The feedbacks of draft-3 were from Betha, Maya, and Tyas.

D. Data Collection

There were several data collections conducted in this study including class observation, document analysis (written feedbacks and reflection) and interviews with students.

1. Class Observation

In the research the writer positioned as participant observer or an observer as participant (Alwasilah: 2003: 220). The writer observed the activities in the class when there was a sharing session where peers gave feedbacks or comments.

However, the activities in the class were not as dominant as the function as an observer of the teaching and learning activities as what an observer as participant was suggested to do (Alwasilah, 2003: 220).

Some observations on class activities in the process of teaching and learning in the classroom were conducted to gain description on how the peer's feedback was applied in class and to get to know the participants. In doing the observation, photo and video records were employed to have more complete insight into the process happening in the classroom (See Appendix 43).

The class was held in twelve meetings. The observation began in the first meeting. The class observation was done beginning from September through January 2007.

Based on class observations, it was able to get some insights into the application of peer's feedback writing in the Writing 3 class. Below is the description of the application of peer's feedback writing in the class found in the class observations.

During the semester the students were expected to submit four essays. Each essay consists of three drafts. The students were expected to write their feedback to each draft on the writing. The rules of giving feedback to other writing were determined by the lecturer, as written in Appendix 1.

Data from the class observation showed that the students were supposed to submit each writing after finishing draft 3 during the semester. The students were asked to write certain pages of essays. The writing essays were supposed to be done outside of the class activity. The processes of peers' feedback writing were

supposed to be done inside of the class activity. Then, the students submitted their essays to the lecturer from draft 1 to draft 3. Besides, they were supposed to write reflection for each essay. There were four kinds of essay, namely: expository, descriptive, argumentative, and narrative. The abbreviation was *EDAN* taken from Alwasilah and Senny, 2005. The lecturer, then, wrote the written feedbacks in their drafts collected from the students for data collection.

The lecturer only used all of the meeting to direct the class to collaborate their writing as signed by writing feedbacks on available space of peers' writing. The collaboration was done in groups of four. The lecturer timed in giving their comments on the students' essay in class. The students were asked to give comments to the essay. They were given ten to fifteen minutes to read their peer's essay. There was no guidance about who the peers were. Each draft writing should be read and commented at least three peers.

The lecturer then assigned the students to give the feedback back to the writer. After obtaining the feedback back, the students read the comments given by their peers. The students then were asked to revise the draft at home for next draft.

2. Document Analysis

a). Peer feedbacks

While doing the observation, documents on peers' feedback were gained from the students. The documentation was in a form of peers' feedback to four essays. There were four essays that students were supposed to submit during the semester. Each essay consisted of three drafts. Therefore, the documentation of

peers' feedback for six respondents was twelve peers' feedback. Each peers' feedback was handed in draft 3 by the lecturer. The students was supposed to write on the essays' drafts, which were asked by the lecturer. The time for doing the writing process is enclosed in Appendix 4. Document analysis was used to find the kinds of peers' feedback given by students. The document was in a form of respondents' peers' feedback to the essays. To give a brief description of peers' feedback, below is the example.

Draft-1	Draft-2	Draft-3
<p>Title:.....</p> <p>Peer's Feedback:</p> <p>>Judul ga ada?</p> <p>>Jenis karanganya apa</p> <p>>Harusnya di jd 3 bagian: introduction, body, conclusion</p> <p>>The announcer-nya krg `s' soalnya jamak</p> <p>>Ticket-nya krg `s' - jamak</p> <p>>They are often talking....ga `sah pake to be soalnya present</p> <p>Kolaborator: Maya, Tyas, Indri</p>	<p>Title: The Fat Guy and Mr. "Pelipur Lara"</p> <p>Peer's feedback:</p> <p>>look...kurang `s'</p> <p>>radio's...ga' usah pake `s'</p> <p>>Their names ...tambah `are'</p> <p>>them are themselves - influence?</p> <p>>He is still ...seharusnya ga' usah pake still</p> <p>>Has seharusnya had</p> <p>>like krg `s'</p> <p>>radio's ga' usah pake `s'</p> <p>>Dagi like ...like kurang `s'</p> <p>>thinking ditambah kata about</p> <p>>about the language... yg ini ga' usah ditulis</p> <p>>They...krng to be `are'</p> <p>>salahnya kebanyakan slh yg kecil-kecil</p> <p>Kolaborator: Indri, Maya, Tyas</p>	<p>Title: The Fat Guy and Mr. "Pelipur lara"</p> <p>Peer's feedback:</p> <p>>He is now taking ...now-nya ditulis di depan</p> <p>>interest... krg `s' krn jamak</p> <p>>put verbnya krg `s'</p> <p>>like krg `s'</p> <p>>sound krg `s'</p> <p>>show krg `s'</p> <p>>Accidentally, I found ditulis sebelum kalimat sebelumnya</p> <p>>he seharusnya they</p> <p>>speaker krg `s'</p> <p>>teacher krg `s' krn jamak</p> <p>>kurang teliti sm yg kecil-kecil</p> <p>>tulisannya dah bagus</p> <p>Kolaborator: Tyas, Indri, Maya</p>
<p>Title: SPEAK UP!</p> <p>Peer's feedback:</p> <p>>Dipersingkat</p> <p>>Nggak usah pakai `It' kan udah jelas</p> <p>>difficulties...kurang preposisi, jadi pakai `In'</p> <p>>Me..huruf `M' kecil aja>Start harusnya started (paste tense, karena ada keterangan `since')</p> <p>>Don't harusnya didn't</p> <p>>Is jadi was karena `past' to be nya menjadi `was'</p> <p>>Get harusnya got</p> <p>>talk harusnya talked (past, pakai V2)</p> <p>>speak harusnya spoke</p> <p>>People in Indonesian diganti menjadi Indonesian people</p>	<p>Title: LET'S SPEAK ENGLISH</p> <p>Peer's feedback:</p> <p>>But in EF all teacher</p> <p>>Jangan langsung all teacher</p> <p>>which better: `people can also talk' or `people also can talk'</p> <p>>Speak their opinions up</p> <p>Kolaborator: 'Tyas, Maya, Indri, Dina</p>	<p>Title: LET'S SPEAK ENGLISH</p> <p>Peer's feedback:</p> <p>>But it is not easy to learn a new language, lebih baik dihilangkan aja</p> <p>>Rare harusnya seldom</p> <p>>foreign dihilangkan aja</p> <p>>Dijelasin film yg menggunakan bhs. Inggris</p> <p>>Stay s, jangan pakai `S'</p> <p>>School s, jangan pakai `S'</p> <p>>International s, jangan pakai `S'</p> <p>Kolaborator: Indri, Tyas, Lala, Maya</p>

<p>ya.... >Ability harusnya abilities Kolaborator: Dina, Maya, Indri, Tyas</p> <p>Title: DRUGS Peer's feedback: >Judulnya kurang spesifik >Saying harusnya Words Kolaborator: Indri, Tyas, Maya</p> <p>Title: My Sad Moments Peer's feedback: >Kenapa ga "Astri, you and I" >Us harusnya We >Mama itu orang. Jadinya hurufnya harus gede >Salahnya cuman sedikit koq...jangan panik ya nda he.... Kolaborator: Indri, Dina, Yunita, Tyas</p>	<p>Title: DRUGS Peer's feedback: >.....effect as well is death. (ini diberi penjelasan ya...?) >...drug.. kurang 'S' Kolaborator: Tyas, Indri, Maya</p> <p>Title: My Sad Moments Peer's feedback: >He....siapa? >Eat some ...apa Silent storm >Tulis "eat some /Silent storm" biar jelas, gua bingung ama pronoun nya buat siapa? >Anything...(It better Placed "everything") >Pronounnya dijelasin jgn ngebingungin >Salahnya Cuma scdikit Kolaborator: Tyas. Indri. Dina</p>	<p>Title: DRUGS ADDICTION Peer's feedback: >I have no idea to correct ur writing, it's to perfect Kolaborator: Maya, Tyas, Indri, Dina</p> <p>Title: My Sad Moments Peer's feedback: >Essay nya udah bagus...(n-n) Kolaborator: Tyas, Maya, Lala. Indri</p>
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Table 3.1 Peer's Feedback on Multiple Drafting of R#1

The more complete feedbacks are enclosed in Appendix 5, 6, 7, 8, 9, and 10.

b). Reflection Journal

The reflection was done after the students had finished their essay in the draft 3. It was the feeling and experience they got during the process of their writing. They expressed freely. Since there were four essays that they should write, there were four reflections from four different essays. The complete reflections can be seen in Appendix 26, 27, 28, 29, 30 and 31. Below is an extract of the reflections.

My Reflection on my First Writing

Writing is one of language skills in English. This is the subject that has to be learnt by people as well as me. Now, I'm learning

how to write a good writing in English. I'm learning it in writing 3.

If I compare to the previous level of writing, writing 1 and 2, writing 3 is totally different. In writing 1 and 2, Mrs. Siti Kamdani, my lecturer asked me to write anything in my mind. Sometimes, she gave a theme for her students' writing. After I had done it, I collected and my lecturer checked my writing. But In writing 3, Mr. Siswana, my lecturer asks me to write a good essay with collaborative writing. I should make an essay. but there are some steps should be followed. First, I have to do the free writing. Second, I should make the first draft of my writing. Then, I should collaborate and change my writing with my friends back and forth. Finally, if I have written until the fourth draft I could have collected it to my lecturer. There are some differences between the previous level of writing with Mrs. Siti Kamdani and Mr. Siswana. Well, different lecturer so does the technique, right?

My first writing was telling about "The Fat Guy and Mr. Pelipur Lara". In my first writing, I was telling about my favorite announcers. I didn't find many difficulties in my first writing. Maybe, it was because I wrote about my interest. I also didn't find many difficulties in making a thesis statement. But, I find a new experience in making a good essay.

3. Interviews

Interviews were performed with the students who were selected as participants of the research. The interviews with students were partly to clarify some unclear answers and responses given by the students towards the feedback. Further, the interviews also tried to find some new facts revealed concerning the process of making the feedback writing. Interviews to the respondents were particularly engaged to reveal the reasons of the students' feedback choice and to know how they give feedback to each draft writing. The data also became the source to cross check the data for finding the students' feedback.

There were six students interviewed. According to Yin (2003: 90-92) there are three types of interviews, namely an open-ended interview, a focused

interview, and a survey interview. This study employed an open-ended interview. According to Yin (2003: 90), in an open-ended interview, the researcher can ask about the facts of a matter as well as their opinions about events. In the interviews to the students the writer asked the respondents about the feedback they had in the Writing 3 subject, namely the support of feedback towards the essay writing, the kind of feedback that can improve the essay writing, the given feedback can be applied to improve the essay writing or not, whether or not the student applies feedback writing in the previous experience in the writing, what the student does after getting the peer's feedback whether the student likes or not to peer's feedback, whether the student finds difficulty in writing after experiencing peer's feedback, how the student overcomes the problem found in the writing, whether or not written feedback can help the student to recall the errors in the essay writing, what the student does after finding problem in writing. The complete guiding questions for interview with students are enclosed in Appendix 2. Below is a table showing the date of the interviews.

Date of Interview	Interviewee	Place
Jan 10 th , 2007	R#1 R#4 R#5 R#6	Prof Dr. HAMKA Muhammadiyah University, Room: R.4.3.1.
Jan 11 th ,2007	R#2 R#3	Prof Dr. HAMKA Muhammadiyah University, Room: R4.3.1.

Table 3.2: Interview Schedule

The audiotape recordings were employed to provide a more accurate "rendition" of the interviews (Yin, 2003: 92). The interviews were, then, transcribed to have accurate data. The interview transcripts were available in

Appendix 30, 31, 32, 33, 34, and 35.

E. Data Analysis

There were six central respondents involved in this research. As mentioned previously, this study employed qualitative research; therefore, the data were analyzed through the use of qualitative data analysis. First, after obtaining the data, the writer made categorizations from all data gathered from peers' feedbacks and interview. According to Maxwell (1996: 78), the main categorizing strategy in qualitative research is coding. The coding of the data was made to protect the confidentiality of the respondents. It was also meant to make the data analysis easier. The coding was as follows.

Coding	Meaning
r#	interviewer
R#	Respondent number
R#1	Respondent number 1 used in the interview transcription
R#2	Respondent number 2 used in the interview transcription
R#3	Respondent number 3 used in the interview transcription
R#4	Respondent number 4 used in the interview transcription
R#5	Respondent number 5 used in the interview transcription
R#6	Respondent number 6 used in the interview transcription
F#	The data were found in the draft number, for instance F#3
R#-RJ-	The data were taken from the documentation, i.e. the reflection journal

Table 3.3: The coding of the data gained from the research

In addition, the coding was then done to the data gained from the peer feedbacks, students' reflection journals and the interviews. Maxwell (1996) proposes that the goal of coding is to fracture the data and rearrange it into categories that facilitate the comparison of data within and between those categories. Then, to analyze the data gained, the writer categorized them using different theory proposed by some writers to answer different research questions.

The functions of the three research instruments in seeking the answers to the research questions were described below.

1. Observation was to get the picture of how peers' feedback was applied in class and to get the picture of who the focal respondents would be.
2. Document analysis was used to answer questions number 1, 2, and 3. There were two documents, peer feedbacks and reflection journals.
3. Interviews were used to obtain more insights into the ideas of students' feedbacks. The data from interviews became a secondary source for answering question number 1, 2, and 3.

To set up trustworthiness of the research, it is necessary to give attention to research validity. Validity, according to Maxwell (1996: 87) and Alwasilah (2003: 169), is "the correctness or credibility of a description, conclusion, explanation, interpretation, or other sort of account". To achieve validity the writer triangulated the data. Denzin (1970) as quoted by Maxwell (1996: 75) proposes that triangulation is "collecting information from diverse range of individuals, and settings, using a variety of methods". This reduced bias and limitations of a specific method. According to Patton (1987) in Yin (2003: 98-101) there are four types of triangulation, namely the triangulation of the data sources (data triangulation), the triangulation among different evaluators (investigator triangulation), triangulation of perspectives to the same data set (theory triangulation), and triangulation of methods (methodological triangulation). This study employed data triangulation.

The triangulation of the research data was as follows:

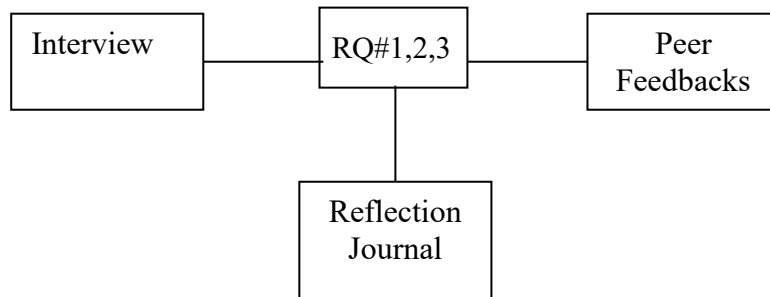


Figure 3.1: The Triangulation of the data sources

To gain the accurate data from the interviews, the writer also member-checked after the transcription of the audio records were made. The transcription was done to avoid the main threat to "valid description" (Maxwell, 1996: 89) and member checking was conducted to avoid the threat to "valid interpretation" (1996: 90). Finally, the help of devil's advocate made the analysis more reliable and valid. In addition to validity, the data were presented and analyzed in thick description. The presentation and analysis were given as complete as possible as to provide what the readers needed to know, as what suggested by Lincoln and Guba (1985: 125).

The research procedures are summarized in the diagram below:

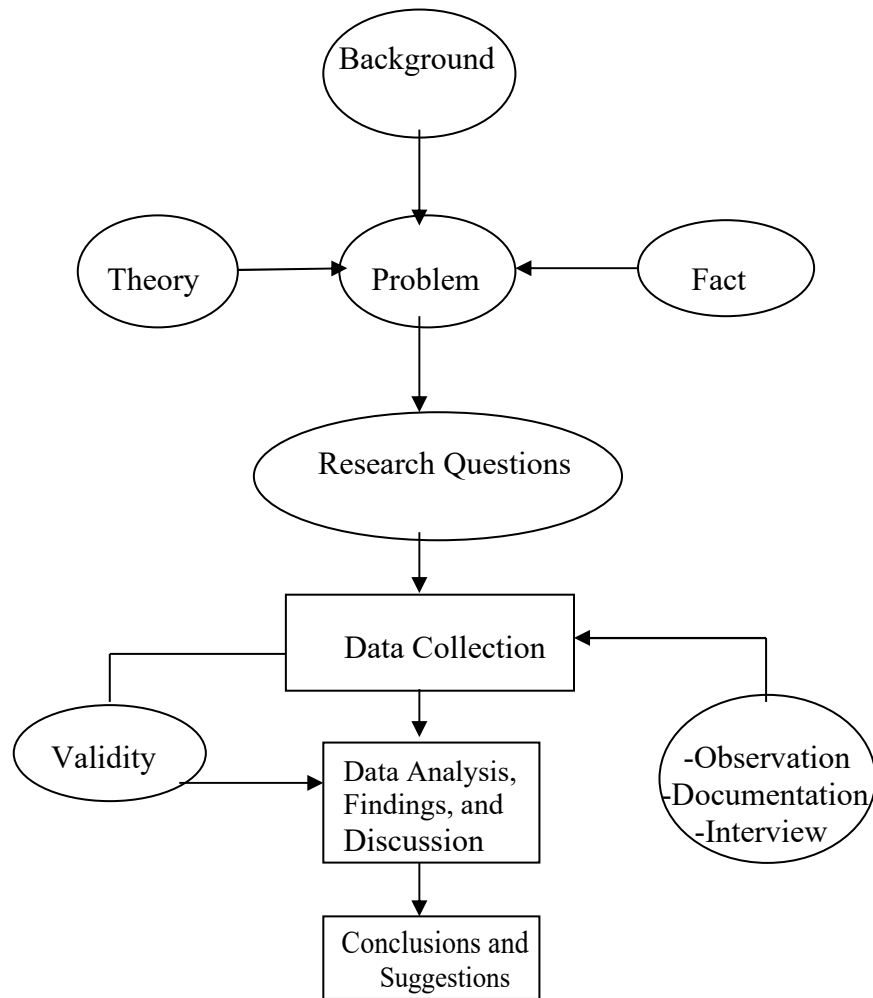


Figure 3.2: The Summary of Research

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter is particularly intended for to report and analyze the case study data that had been collected for the duration of a semester of data collection in Writing 3 subject. It consists of analysis to answer the research questions in this study. This is to describe types of peers' feedbacks given in responding to the multiple draft writings. For each subtitle of this chapter, data analysis is given as to present the data from documentation, interview, and observation.

A. Data Presentation

1. Categorization of peer feedbacks

The observation and documentation gave a description on the application process of feedback writing in class. It was revealed that during the learning process in Writing 3 class, the students were assigned by the lecturer to read multiple draft writings and to give feedback to them. They were supposed to write four compositions during the semester called *EDAN* (taken from Alwasilah and Senny: 2005). *EDAN* stands for Expository, Descriptive, Argumentative, and Narrative. The submission was due after third draft. In each student's writing, students responded to the other's writing by giving feedbacks or by writing comments. The process writing consists of three drafts. The feedbacks were written on space available on students' multiple drafts writing: first draft, second draft, and third draft. The feedbacks were written on the margin or between the lines of the drafts writing, for example. The feedbacks were got from at least three

peers. The feedbacks were gained from each draft, namely: first draft, second draft, and third draft. Below are all feedbacks found in respondents' writings of R#1, R#2, R#3, R#4, R#5, and R#6.

The respondents' feedbacks are categorized based on the points which are paid attention in writing essays, such as grammar, mechanics, organization, syntax, vocabulary, content, quality, and types. Grammar consists of tenses, subject verb agreement, plural, preposition, adverb, article, pronoun, word order, and possessive. Mechanics contains capital, punctuation, and spelling. Organization includes paragraph, topic, and coherent and unity. There are not any detail categorizations for syntax, vocabulary, and content. Quality comprises encouraging and alternative. The last is types which consist of deletion, addition and substitution. The followings are descriptions on the feedbacks found in each draft: draft-1, draft-2, and draft-3 (See Appendix 42).

a. Grammar

Peers' feedbacks on grammar consist of tenses, subject verb agreement, plural, preposition, adverb, article, pronoun, word order, and possessive.

1) tenses

Draft-1

R#1's draft-1 writing got peers' feedbacks as written below. There were seven of 47 feedbacks (14.9%) that deal with tenses.

- FW1-6 >They are often talking....ga `sah pake to be soalnya present
- FW2-5>Start harusnya started (paste tense, karena ada keterangan `since')
- FW2-6>Don't harusnya didn't
- FW2-7>Is jadi was karena 'past' to be nya menjadi `was'
- FW2-8>Get harusnya got
- FW2-9>talk harusnya talked (past, pakai V2)

FW2-10> speak harusnya spoke

There were seven of 78 feedbacks (9.0%) that deal with tenses in R#2's draft-1 writing got peers' feedbacks as written below.

FW1-10> she had married harusnya she has married

FW2-11> Has harusnya of having a..

FW3-7> Laughs harusnya laughed

FW3-8> Remebered harusnya remember

FW4-3> Have harusnya 'has'

FW4-6> Worry harusnya worried

FW4-10> Get harusnya 'got'

R#3's draft-1 writing got peers' feedbacks as written below. There were eleven of 87 feedbacks (12.6%) that deal with tenses.

FW1-4 > Grammar masih ada yang salah sedikit lagi

FW3-2 > Bikin jadi past tense

FW3-3 > get ashamed harusnya got ashamed

FW3-11 > I never knew harusnya I didn't realize

FW3-12 > think harusnya thought

FW3-13 > wear the harusnya wore

FW3-14 > say that harusnya said that

FW3-15 > I go to harusnya I went

FW3-16 > try to, harusnya are going to..

FW3-17 > Grammar mistake different between present and past

FW4-22 > Grammar masih salah

R#4's draft-1 writing got peers' feedbacks as written below. There were four of 80 feedbacks (5.0%) that deal with tenses.

FW1-8> Kalau masih kuliah di tempat tersebut, My campus is bukan was

FW1-8> Kalau masih kuliah di tempat tersebut, My campus is bukan was

FW3-6> Isn't ganti 'aren't'

FW3-7> Have been ganti 'had' krn present perfect, Have+V3

R#5's draft-1 writing got peers' feedbacks as written below. There were five of 47 feedbacks (10.6%) that deal with tenses.

FW1-1 > Want harusnya wanted

FW1-2 > Found harusnya find

- FW3-6 >Delay tambah 'ed'
- FW3-8 >Ada penulisan kata yang melenceng dari pemakaian waktu pada tulisan ini.
- FW4-12 >Pluralnya diperhatiin lagi ya....

R#6's draft-1 writing got peers' feedbacks as written below. There were eight of 78 feedbacks (10.3%) that deal with tenses.

- FW1-2 >'Is' kok ketemu 'd'?
- FW3-9 >were...kalo pake present aja gimana?
- FW3-10 >were harusnya are
- FW3-12 >would harusnya will
- FW4-3 >was nya diilangin aja, dan want jadi wanted
- FW4-14 >provide harusnya provided
- FW4-15 >became harusnya become
- FW4-22 >Ferrari, mungkin bisa pakai apostrophe, tapi disini tanpa apostrophe pu bisa karena maksudnya pengendara ferrari, bukan si pengendara milik ferrari

Draft-2

R#1's draft-2 writing got peers' feedbacks as written below. There was one of 43 feedbacks (2.3%) that dealt with tenses.

- FW1-6>Has seharusnya had

R#3's draft-2 writing got peers' feedbacks as written below. There was one of 52 feedbacks (1.9%) that dealt with tenses.

- FW3-3>I do harusnya I have done

R#4's draft-2 writing got peers' feedbacks as written below. There were four of 62 feedbacks (6.5%) that dealt with tenses.

- FW3-3 >I tell ganti 'have told'
- FW3-10 >Looked harusnya 'looks'
- FW3-11 >Forgotten harusnya -forgets'
- FW4-12 >V. nya diperhatiin...

R#5's draft-2 writing got peers' feedbacks as written below. There were six of 43 feedbacks (14.0%) that dealt with tenses.

- FW3-3 >Watch ur tenses, punctuation, plural. word chooice...
- FW3-6 >Didn't ganti 'don't'
- FW3-7 >Fell eanti 'fall'
- FW3-9 >Watch ur tenses and word chooice as well....
- FW3-12 >Loose harusnya 'lose'
- FW3-14 >Vehicle not,..your tenses, Dina...?

R#2's and R#6's draft-2 writing did not get peers' feedbacks on tenses (0.0%).

Draft-3

R#1's draft-3 writing got no peers' feedbacks on tenses (0.0%).

R#2's draft-3 writing got peers' feedbacks as written below. There were two of 64 feedbacks (3.1%) that deal with tenses.

- FW3-2>Did harusnya to do
- FW3-3>Do harusnya 'does' karena simple present tense, maka subyeknya tunggal, kata kerjanya /V/ pakai es/s. Jadi sehabis 'do' =>"does"...ingat ya!!

R#3's draft-3 writing got peers' feedbacks as written below. There were two of 47 feedbacks (4.3%) that deal with tenses.

- FW1-3 >Done ganti 'does'
- FW4-1 >look kurang ed

R#4's draft-3 writing got peers' feedbacks as written below. There were four of 36 feedbacks (11.1%) that deal with tenses.

- FW1-3 >Present Perfect itu harus Has/ Have + V3
- FW3-2 >Diperhatiin tenses, article...
- FW3-6 >Can't solved harusnya 'can't be solved' Modal passive
- FW3-9 >Tenses, infinitive article

R#5's draft-3 writing got peers' feedbacks as written below. There were four of 35 feedbacks (11.4%) that deal with tenses.

FW3-1 > Still ur tenses and word chooice....

FW3-2 > Doesn't harusnya don't

FW3-3 > Is harusnya 'are'

FW3-6 > Get kurang 's' your tenses???

R#6's draft-3 writing got peers' feedbacks as written below. There were two of 64 feedbacks (3.1%) that deal with tenses.

FW1-5 > Ndha kata Held seharusnya pake kata kerja (V1) karena model kalimatnya present, Held (V2) menjadi Holds (V1)

FW3-7 > it was harusnya he was

2) subjek verb agreement

Draft-1

R#1's draft-1 writing got no peers' feedbacks on subjek verb agreement (0.0%).

R#2's draft-1 writing got peers' feedbacks as written below. There was one of 78 feedbacks (1.3%) that dealt with subjek verb agreement.

FW2-1 > you know well and like harusnya knows and likes you well

R#3's draft-1 writing got peers' feedbacks as written below. There was one of 87 feedbacks (1.1%) that dealt with subjek verb agreement.

FW2-5 > They going harusnya 'they are going'

R#4's draft-1 writing got peers' feedbacks as written below. There were four of 80 feedbacks (5.0%) that dealt with subjek verb agreement.

FW1-4 > Subjeknya He jadi harus Gives

FW2-2 > sentence agreementnya masih ada yang belum bener...

FW2-9 > Modal diikutin V 1 tp kalau Passive modal, modal+have+V3

FW3-2 > Sentence agreement perhatiin

R#5's draft-1 writing got peers' feedbacks as written below. There was one of 47 feedbacks (2.1%) that dealt with subjek verb agreement.

FW3-7 > Is ganti 'are'

R#6's draft-1 writing got peers' feedbacks as written below. There were five of 78 feedbacks (6.4%) that dealt with subject verb agreement.

- FW1-5 >Subyek 'He' - 'Does'
- FW1-6 >Harusnya pakai 'to be' (Are)
- FW2-7 >Subyeknya kurang to be seharusnya I am karena grammar nya present
- FW3-13 >have harusnya has
- FW4-27 >prove kurang 's'

Draft-2

R#1's draft-2 writing got peers' feedbacks as written below. There were five of 43 feedbacks (11.6%) that dealt with subject verb agreement.

- FW1-1>look...kurang `s'
- FW1-3>Their names ...tambah `are'
- FW1-7>like krg `s'
- FW1-9>Dagi like ...like kurang `s'
- FW1-12>They...krg to be `are'

R#2's draft-2 writing got peers' feedbacks as written below. There was one of 46 feedbacks (2.2%) that dealt with subject verb agreement.

- FW4-2>Do ganti 'does'

R#3's draft-2 writing got peers' feedbacks as written below. There was one of 52 feedbacks (1.9%) that dealt with subject verb agreement.

- FW3-2 >it really harusnya it is really

R#4's draft-2 writing got peers' feedbacks as written below. There were six of 62 feedbacks (9.7%) that dealt with subject verb agreement.

- FW1-6>Hati-hati ! dengan sentence agreement
- FW2-1 >Sentence agreement diperhatiin...
- FW2-2>I Have diganti Has
- FW2-3>Time " jam kale...."
- FW2-4>Sentence agreement lagi niey...
- FW2-8>Poverty tambah 'ies' (plural) Sentence agreement masih salah

R#5's draft-2 writing got peers' feedbacks as written below. There was one of 43 feedback (2.3%) that dealt with subject verb agreement.

FW3-5>Have ganti 'has'

R#6's draft-2 writing did not get peers' feedbacks on subject verb agreement (0.0%).

Draft-3

R#1's draft-3 writing got peers' feedbacks as written below. There were four of 35 feedbacks (11.4%) that dealt with subject verb agreement.

FW1-3>put verbnya krg `s'

FW1-4>like krg `s'

FW1-6>show krg `s'

FW2-5>Stay s, jangan pakai `S'

There was no feedback in R#2's, R#3's and R#6's draft-3 writing on subject verb agreement (0.0%).

R#4's draft-3 writing got peers' feedbacks as written below. There were three of 36 feedbacks (8.3%) that dealt with subject verb agreement.

FW1-2>Sentence Agreement diperhatikan lagi

FW3-3>Smile and laugh harusnya tambah 'S'

FW3-8>Has harusnya 'to have'

R#5's draft-3 writing got peers' feedbacks as written below. There were three of 35 feedbacks (11.4%) that dealt with subject verb agreement.

FW3-7>Your plural and the sentence agreement

FW3-9>Ur sentence agreement, (have - >has)

FW4-8>They itu kan to be nya 'are'

3) plural

Draft-1

R#1's draft-1 writing got peers' feedbacks as written below. There were three of 47 feedbacks (6.4%) that dealt with plural.

FW1-4>The announcer-nya krg `s' soalnya jamak
FW1-5>'Ticket-nya krg `s' - jamak
FW2-12>Ability harusnya abilities

In draft-1 writing of R#2's, it could be found only one of 78 feedbacks (9.0%) on plural. It was written as follow.

FW2-2>Way tambah 'S'

R#3's draft-1 writing got peers' feedbacks as written below. There was one of 87 feedbacks (1.1%) that dealt with plural.

FW4-17 >effect kurang s

R#4's draft-1 writing got peers' feedbacks as written below. There was one of 80 feedbacks (1.3%) that dealt with plural.

FW1-2>Reason-nya cuma 1 jadi bukan reasons

R#5's draft-1 writing got peers' feedbacks as written below. There were six of 47 feedbacks (6.4%) that dealt with plural.

FW1-4 >Maker harusnya makers
FW2-1 >Dah bagus, tapi perhatiin plural nya ya...?
FW4-1 >Moslem kurang 's' perhatiin lagi pluralnya.
FW4-4 >Emotion kurang 's'
FW4-7 >Part kurang 's'
FW4-10 >Member kurang 's'

R#6's draft-1 writing got peers' feedbacks as written below. There were two of 78 feedbacks (2.6%) that dealt with plural.

FW1-1>'Lots' kok pakai 's'? 'Name'-nya sudah pakai 's'
FW4-8>need kurang 's' karena jamak

Draft-2

R#1's draft-2 writing got peers' feedbacks as written below. There was one of 43 feedbacks (2.3%) that dealt with plural.

FW3-2>...drug.. kurang 'S'

In draft-2 writing of R#2's, it could be found only one of 46 feedbacks (2.2%) on plural. It was written as follow.

FW4-4>Collection kurang 'S'

R#3's draft-2 writing got peers' feedbacks as written below. There was one of 52 feedbacks (1.9%) that dealt with plural.

FW3-6>bad glass harusnya bad glasses

R#4's draft-2 writing got peers' feedbacks as written below. There were six of 62 feedbacks (9.7%) that dealt with plural.

FW2-6 >All the citizens (lihat structure lagi ya..?)

FW2-7 >Thief harusnya Thieves

FW2-8 >Poverty tambah 'ies' (plural) Sentence agreement masih salah

FW2-9 >Singular dan plural, diperhatiin lagi...!

FW3-9 >Weakness harusnya 'weaknesses'

FW3-12 >Boy friends harusnya tanpa 's'

R#5's draft-2 writing got peers' feedbacks as written below. There was one of 43 feedbacks (2.3%) that dealt with plural.

FW3-1>It's good, but watch ur 'plural' thing...

R#6's draft-2 writing did not got peers' feedbacks on plural (0.0%).

Draft-3

R#1's draft-3 writing got peers' feedbacks as written below. There were six of 35 feedbacks (17.1%) that dealt with plural.

FW1-2>interest... krg `s' krn jamak

FW1-5>sound krg `s'
FW1-9>speaker krg `s'
FW1-10>teacher krg `s' krn jamak
FW2-6>School s, jangan pakai `S'
FW2-7>International s, jangan pakai `S'

There were three of 64 peers' feedbacks (4.7%) in R#2's draft-3 writing on plural as mentioned below.

FW1-11>problem kurang `s'
FW2-2>friends seharusnya many friend
FW2-6>Life harusnya lives

R#3's draft-3 writing got no peers' feedbacks on plural (0.0%).

R#4's draft-3 writing got peers' feedbacks as written below. There were two of 36 feedbacks (5.6%) that dealt with plural.

FW2-1 >Bagoes...tapi Plural nya diperhatiin lagi...
FW3-5 >All of her friend.. structure 3/2 di baca lagi ya

R#5's draft-3 writing got peers' feedbacks as written below. There were two of 35 feedbacks (5.7%) that dealt with plural.

FW3-7 >Your plural and the sentence agreement
FW3-8 >sailor kurang `s'

R#6's draft-3 writing got peers' feedbacks as written below. There was one of 64 feedbacks (1.6%) that dealt with plural.

FW1-4 >kata show nya kurang `s' karena jamak jadi seharusnya `shows'

4) preposition

Draft-1

R#1's draft-1 writing got peers' feedbacks as written below. There was one of 47 feedbacks (2.1%) that dealt with preposition.

FW2-3 >difficulties...kurang preposisi, jadi pakai `In'

Peers' feedbacks on preposition in R#2's draft-1 writing could not be found (0.0%).

There were five of 87 peers' feedbacks (5.7%) in R#3's draft-1 writing on preposition as mentioned below.

FW3-10 >contains much harusnya contains of much
FW4-10 >going be..kurang to
FW4-14 >....consider kurang to
FW4-15 >almost all the harusnya most of the
FW4-18 >of ganti on

There were three of 80 peers' feedbacks (3.8%) in R#4's draft-1 writing on preposition as mentioned below.

FW1-9 >Happen with jadi Happen to
FW2-12 >Help itu infinitive jadi diikutin 'to'
FW4-5 >To ganti 'on'

There were two of 47 peers' feedbacks (4.3%) in R#5's draft-1 writing on preposition as mentioned below.

FW1-3 >To ganti for
FW4-9 >Of the hapus aja

There were three of 78 peers' feedbacks (3.8%) in R#6's draft-1 writing on preposition as mentioned below.

FW3-3 >kalau all berarti noun nya plural, kalo mau gak plural pake of ,
jadi all of the class
FW3-14 >the ganti to
FW4-25 >all my harusnya all of my

Draft-2

R#1's draft-2 writing got peers' feedbacks as written below. There was one of 43 feedbacks (2.3%) that dealt with preposition.

FW1-10 >thinking ditambah kata about

R#2's draft-2 writing got no peers' feedbacks on preposition (0.0%).

R#3's draft-2 writing got peers' feedbacks as written below. There was one of 52 feedbacks (1.9%) that dealt with preposition.

FW2-5 >To ganti 'In'

R#4's draft-2 writing got peers' feedbacks as written below. There were three of 62 feedbacks (4.8%) that dealt with preposition.

FW1-7 >Want itu Invinitive jadi harus diikutin sama To. Ok ???

FW4-1 >Preposition pake V ing

FW4-2 >Itu compel infinitive jadi pake to...

R#5's draft-2 writing got peers' feedbacks as written below. There were two of 43 feedbacks (7.0%) that dealt with preposition.

FW3-4 >Read ur grammar book ...preposition also...

FW3-11 >Of ganti 'on'

R#6's draft-2 writing got peers' feedbacks as written below. There were two of 46 feedbacks (4.3%) that dealt with preposition.

FW3-5 >I agree with...alaah...loe setujujnya gara-gara Rossi kan? Gak kreatif nie...

FW3-6 >Tambahin the class of

Draft-3

R#1's draft-3 writing got no peers' feedbacks on preposition (0.0%).

There were six of 64 peers' feedbacks (9.4%) in R#2's draft-3 writing on preposition as mentioned below.

FW1-5 >different with., "different" udah dari sananya pasangannya "from"

FW1-7 >near my house sebelum my harusnya ditambah from

FW2-1 >important to harusnya important for you

FW4-2 >Can go to =>'can' dan 'to' buang aja

FW4-4 >...in...tidak usah pake preposisi 'in' langsung 'at' aja

FW4-7>With...penggunaan preposisinya masih salah, baca buku stucture lagi ya.... Jangan pake 'with' ...tapi 'from' karena menunjukkan asal/dari

There were three of 47 peers' feedbacks (6.4%) in R#3's draft-3 writing on preposition as mentioned below.

FW2-1 >To ganti 'In'
FW4-9 >....questions kurang of
FW4-11 >to buang aja

R#4's draft-3 writing got peers' feedbacks as written below. There was one of 36 feedbacks (2.8%) that dealt with preposition.

FW1-5>'In' itu preposition jadi kalau diikutin V, maka V-nya jadi V-ing
R#5's draft-3 writing got peers' feedbacks as written below. There were two of 35 feedbacks (5.7%) that dealt with preposition.

FW2-1 >With ganti 'to'
FW2-3 >Please, use suitable preposition, "T'tarik" use passive sentence

R#6's draft-3 writing got peers' feedbacks as written below. There were two of 64 feedbacks (3.1%) that dealt with preposition.

FW2-5 >With-lebih baik pake to, 'with' Indonesia banget...!
FW3-8 >said harusnya say

5) adverb

Draft-1

There were two of 78 peers' feedbacks (2.6%) in R#2's draft-1 writing on adverb as mentioned below.

FW2-10>Always -> you have to...
FW3-4>...alone, I still ...(penempatan 'but' mungkin akan membuat kalimatnya lebih baik

There was one of 87 peers' feedbacks (1.1%) in R#3's draft-1 writing on adverb as mentioned below.

FW3-1 >sebelum I was di tambah kata-kata sambung

There was one of 47 peers' feedbacks (2.1%) in R#5's draft-1 writing on adverb as mentioned below.

FW1-6 >Because ganti As far as I know

R#1's, R#3's, R#4's, and R#6's draft-1 writing got no peers' feedbacks on adverb (0.0%).

Draft-2

R#1's, R#2's, R#3's, R#4's, and R#5's draft-2 writing got no peers' feedbacks on adverb (0.0%).

There was one of 46 peers' feedbacks (2.2%) in R#6's draft-2 writing on adverb as mentioned below.

FW3-7 >Watch out ur article and adverb clause

Draft-3

R#1's, R#2's, and R#4's draft-3 writing got no peers' feedbacks on adverb (0.0%).

There were two of 47 peers' feedbacks (4.3%) in R#3's draft-3 writing on adverb as mentioned below.

FW4-7 >on to the outside ganti in every where

FW4-12 >easy harusnya easily

R#5's draft-3 writing got peers' feedbacks as written below. There was one of 35 feedbacks (2.9%) that dealt with adverb.

FW4-2 >Nggak usah pake `the`

There were two of 64 peers' feedbacks (3.1%) in R#6's draft-3 writing on adverb as mentioned below.

FW3-5 >it has....it hapus aja
FW3-10 >Nevertheless ganti but

6) article

Draft-1

R#1's and R#4's draft-1 writing got no peers' feedbacks on article (0.0%).

There were three of 78 peers' feedbacks (1.1%) in R#2's draft-1 writing on article as mentioned below.

FW1-3>a bad habits ga' pake article 'a'
FW1-8>teacher harus pakai article di depannya
FW4-1>Activity...tambah 'that'

There was one of 87 peers' feedbacks (1.1%) in R#3's draft-1 writing on article as mentioned below.

FW3-4>asked me harusnya advised me

There was one of 47 peers' feedbacks (2.1%) in R#5's draft-1 writing on article as mentioned below.

FW2-2>Every ganti some

There were four of 78 peers' feedbacks (5.1%) in R#6's draft-1 writing on article as mentioned below.

FW2-9 >All the.... ini kurang ok ya...but di cek lagi di buku ya...!!
FW4-4 >the ganti 'a' yang artinya seorang
FW4-11 >Italian tambahin Rider aja
FW4-26 >being...tambah 'a'

Draft-2

R#1's, R#2's, R#3's, R#4's, and R#5's draft-2 writing got no peers' feedbacks on article (0.0%).

There were two of 46 peers' feedbacks (4.3%) in R#6's draft-2 writing on article as mentioned below.

FW3-3 >Spanish harusnya A Spanish
FW3-7 >Watch out ur article and adverb clause

Draft-3

R#1's, R#2's, and R#3's draft-3 writing got no peers' feedbacks on article (0.0%).

There was one of 36 peers' feedbacks (2.8%) in R#4's draft-3 writing on article as mentioned below.

FW3-2 >Diperhatiin tenses, article...

There was one of 35 peers' feedbacks (2.9%) in R#5's draft-3 writing on article as mentioned below.

FW4-10 >That ganti 'the'

There was one of 64 peers' feedbacks (1.6%) in R#6's draft-3 writing on article as mentioned below.

FW1-2 >have money seharusnya ditambahkan 'much' karena banyak!!

7. pronoun

Draft-1

R#1's draft-1 writing got peers' feedbacks as written below. There were three of 47 feedbacks (6.4%) that dealt with pronoun.

FW2-2 >Nggak usah pakai 'It' kan udah jelas
FW4-1 >Kenapa ga "Astri, you and I"
FW4-2 >Us harusnya We

R#2's draft-1 writing got peers' feedbacks as written below. There were three of 78 feedbacks (3.8%) that dealt with pronoun.

FW2-3 >They harusnya them
FW2-12 >She harusnya they
FW4-12 >My self buang aja

R#3's draft-1 writing got peers' feedbacks as written below. There were three of 87 feedbacks (3.4%) that dealt with pronoun.

FW2-6 >It ganti 'there'
FW3-6 >we always harusnya I always
FW3-20 >Perhatikan pronoun

R#4's draft-1 writing got peers' feedbacks as written below. There were two of 80 feedbacks (2.5%) that dealt with pronoun.

FW4-9 >Parent's ganti 'they'
FW4-12 >To parent's jadi'

R#5's draft-1 writing got peers' feedbacks as written below. There was one of 47 feedbacks (2.1%) that dealt with pronoun.

FW3-2 >Get their buang aja

R#6's draft-1 writing got peers' feedbacks as written below. There were four of 78 feedbacks (5.1%) that dealt with pronoun.

FW1-3 >Terjadi loncatan subyek, seharusnya Him diganti dengan nama orangnya 'VR'
FW2-5 >Anybody nggak ada bentuk jamaknya
FW4-10 >the ganti his
FW4-24 >You dihapus aja

Draft-2

R#1's draft-2 writing got peers' feedbacks as written below. There were four of 43 feedbacks (9.3%) that dealt with pronoun.

FW1-4 >them are themselves - influence?

FW1-8>radio's ga' usah pake `s'
FW4-1>He....siapa?
FW4-5>Pronounnya dijelasin jgn ngebingungin

R#2's draft-2 writing got peers' feedbacks as written below. There was one of 46 feedbacks (2.2%) that dealt with pronoun.

FW2-1 >Nothing harusnya No

R#3's draft-2 writing got peers' feedbacks as written below. There were nine of 52 feedbacks (17.3%) that dealt with pronoun.

FW1-1 >Please pay attention to the subject at your article
FW1-2 >Jangan sering mengulang 'Subject'
FW1-3 >Pada Introduction' subject tidak boleh dua orang 'He'/ She'
FW2-9 >I always ...ganti 'they usually'
FW2-10 >I ganti 'they'
FW2-11 >Me ganti 'them'
FW2-12 >People ganti 'they'
FW3-8 >We...(refers to?)
FW3-14 >The subject is not consist

R#4's draft-2 writing got peers' feedbacks as written below. There were four of 62 feedbacks (6.5%) that dealt with pronoun.

FW3-4>Cimahi.... ngarang!! di Jakarta kale...
FW3-5>Ami...namanya salah ni, nama orang jangan di karang
FW3-6>Ginjar.....nama orang harus lengkap
FW4-5>Photograph tambah 'er'

R#5's draft-2 writing got peers' feedbacks as written below. There were two of 43 feedbacks (4.7%) that dealt with pronoun.

FW3-2>We...it's better to erase it...
FW4-1>Everything...doesn't clear

R#6's draft-2 writing got peers' feedbacks as written below. There were two feedbacks that dealt with pronoun.

FW4-2>young boy, boy dihapus aja, karena udah jelas
FW4-5>him his maksudnya his kali ya?

Draft-3

R#1's draft-3 writing got peers' feedbacks as written below. There was one of 35 feedbacks (2.9%) that dealt with pronoun.

FW1-8>he seharusnya they

It could be found two of 64 peers' feedbacks (3.1%) in R#2's draft-3 writing on pronoun as follows:

FW2-5>They harusnya them

FW2-8>Their harusnya they

It could be found six of 47 peers' (12.8%) feedbacks in R#3's draft-3 writing on pronoun as follows:

FW2-2 >I always harusnya 'they usually'

FW2-3 >I ganti 'they'

FW2-4 >Sometimes people ganti 'they usually'

FW3-4 >us. We.....(refers to)

FW4-5 >we...refers to

FW4-10 >so they are always ganti make them

R#4's draft-3 writing got peers' feedbacks as written below. There was one of 36 feedbacks (2.8%) that dealt with pronoun.

FW4-3>They ganti 'children'

R#5's draft-1 writing got no peers' feedbacks on pronoun (0.0%).

It could be found two of 64 peers' feedbacks (3.1%) in R#6's draft-3 writing on pronoun as follows:

FW2-6>Just pray to the god-gak ada subyek

FW3-6>a title jadi a title as

8) word order

Draft-1

R#1's draft-1 writing got peers' feedbacks as written below. There was one of 47 feedbacks (2.1%) that dealt with word order.

FW2-11>People in Indonesian diganti menjadi Indonesian people ya....

R#2's and R#5's draft-1 writing got no peers' feedbacks on word order (0.0%).

R#3's draft-1 writing got peers' feedbacks as written below. There was one of 87 feedbacks (1.1%) that dealt with word order.

FW2-8 >And also jadi 'and it also'

R#4's draft-1 writing got peers' feedbacks as written below. There were three of 80 feedbacks (3.8%) that dealt with word order.

FW1-12 >Should I write jadi I should write

FW2-8 >Masih ada salah susunan kata, Be careful!!

FW2-11 >Watch out , word order

R#6's draft-1 writing got peers' feedbacks as written below. There were three of 78 feedbacks (3.8%) that dealt with word order.

FW2-2 >Hilangkan 'but' langsung letakan subyek diawal kalimat

FW3-15 >...good harusnya be good

FW4-5 >But nggak boleh ada diawal kalimat, lebih baik dihapus atau diganti kata lain

Draft-2

R#2's draft-2 writing got peers' feedbacks as written below. There was one of 46 feedbacks (2.2%) that dealt with word order.

FW3-5>Her for harusnyaa for her atau about

R#3's draft-2 writing got peers' feedbacks as written below. There were three of 46 feedbacks (2.2%) that dealt with word order.

FW3-4 >now I look so stylist harusnya I look so stylist now

FW3-5 >For now...(necessary in front of sentences)

FW3-7 >But.....(necessary in front of sentences)

R#5's draft-2 writing got peers' feedbacks as written below. There was one of 43 feedbacks (2.3%) that dealt with word order.

FW1-1 >S lebih baik di depan, biar setiap kalimat S jelas

R#1's, R#4's, and R#6's draft-2 writing got no peers' feedbacks on word order (0.0%).

Draft-3

R#1's draft-3 writing got peers' feedbacks as written below. There was one of 35 feedbacks (2.9%) that dealt with word order.

FW1-1 >He is now taking ...now-nya ditulis di depan

There were two of 64 feedbacks (3.1%) that dealt with word order. R#2's draft-3 writing got peers' feedbacks as written below.

FW1-2 >family is consist ...kalo pake "to be" pasti V-ing

R#3's draft-3 writing got peers' feedbacks as written below. There were two of 47 feedbacks (4.3%) that dealt with word order.

FW3-2 >Even jangan diawal kalimat

FW3-3 >But tidak boleh diawal kalimat

R#4's draft-3 writing got peers' feedbacks as written below. There were two of 36 feedbacks (5.6%) that dealt with word order.

FW1-1 >Would itu modal aux, jadi diikutin V1, tidak pakai To...

FW1-4 >And tidak boleh di depan

R#5's draft-3 writing got no peers' feedbacks on word order (0.0%).

R#6's draft-3 writing got peers' feedbacks as written below. There was one of 64 feedbacks (1.6%) that dealt with word order.

FW3-12 >increase, which one is better increase or improve

9) possessive

Draft-1

R#1's, R#2's, R#3's, R#4's, and R#5's draft-1 writing got no peers' feedbacks on possessive (0.0%).

R#6's draft-1 writing got peers' feedbacks as written below. There was one of 78 feedbacks (1.3%) that dealt with possessive.

FW4-22 >Ferrari, mungkin bisa pakai apostrophe, tapi disini tanpa apostrophe pu bisa karena maksudnya pengendara ferrari, bukan si pengendara milik Ferrari

Draft-2

R#1's draft-2 writing got peers' feedbacks as written below. There was one of 43 feedbacks (2.3%) that dealt with possessive.

FW1-2>radio's...ga' usah pake `s'

R#2's, R#3's, R#4's, R#5's, and R#6's draft-2 writing got no peers' feedbacks on possessive (0.0%).

Draft-3

R#1's, R#2's, R#3's, R#4's, R#5's, and R#6's draft-3 writing got no peers' feedbacks on possessive (0.0%).

b. Mechanics

Peers' feedbacks on mechanics contains capital, punctuation, and spelling.

1) capital

Draft-1

R#1's draft-1 writing got peers' feedbacks as written below. There were two of 47 feedbacks (4.3%) that dealt with capital.

FW2-4>Me..huruf `M' kecil aja

FW4-3>Mama itu orang. Jadinya hurufnya harus gede

R#2's, R#3's, R#4's, R#5's draft-1 writing got no peers' feedbacks on capital (0.0%).

R#6's draft-1 writing got peers' feedbacks as written below. There were three of 78 feedbacks (3.8%) that dealt with capital.

FW3-2 >the hurufnya kapital

FW4-19 >trulli harusnya Trulli, nama orang pakai huruf kapital

FW4-20 >vale, nama orang pakai huruf kapital

Draft-2

R#1's, R#2's, R#3's, R#4's, and R#6's draft-2 writing got no peers' feedbacks on capital (0.0%).

R#5's draft-2 writing got peers' feedbacks as written below. There were two of 43 feedbacks (4.7%) that dealt with capital.

FW4-2 >god.... capital letter

FW4-5 >Kalo nulis 'the name of God' pake kapital letter ya....?

Draft-3

R#1's, R#2's, R#3's, R#4's, R#5's, and R#6's draft-3 writing got no peers' feedbacks on capital (0.0%).

3) punctuation

Draft-1

R#1's, R#3's, and R#5's draft-1 writing got no peers' feedbacks on punctuation (0.0%).

R#2's draft-1 writing got peers' feedbacks as written below. There were four of 78 feedbacks (6.4%) that dealt with punctuation.

- FW1-2>antara years-old g' pakai spasi ya?
- FW1-11>My brother in law seharusnya bukannya ada spasinya?
- FW2-4>Live harusnya life
- FW3-1>Achild harus ada spasinya

There were two of 80 feedbacks (2.5%) that dealt with punctuation. R#4's draft-1 writing got peers' feedbacks as written below.

- FW1-3>Penggunaan tanda baca menempel pada kata-nya
- FW2-4>Punctuation.....?

There were three of 78 feedbacks (3.8%) that dealt with punctuation. R#6's draft-1 writing got peers' feedbacks as written below.

- FW2-2>Ga usah pakai tanda petik
- FW2-4>Ga usah pakai tanda petik, ko seneng amat sih pakai tanda petik...?
- FW2-7>Lebih baik nggak usah pakai 'of mind', langsung aja 'step to enjoy'

Draft-2

R#1's, R#2's, R#3's draft-2 writing got no peers' feedbacks on punctuation (0.0%).

There was one of 62 feedbacks (1.6%) that dealt with punctuation. R#4's draft-2 writing got peers' feedbacks as written below.

- FW2-5>Punctuation...

There was one of 43 feedbacks (2.3%) that dealt with punctuation. R#5's draft-2 writing got peers' feedbacks as written below.

FW3-3 > Watch ur tenses, punctuation, plural. word chooice...

There was one of 46 feedbacks (2.2%) that dealt with punctuation. R#6's draft-2 writing got peers' feedbacks as written below.

FW4-12 > perhatikan punctuation

Draft-3

R#1's, R#4's, and R#5's draft-3 writing got no peers' feedbacks on punctuation (0.0%).

There was one of 64 feedbacks (1.6%) that dealt with punctuation. R#2's draft-3 writing got peers' feedbacks as written below.

FW1-3 > parents, one... habis koma spasi dulu

There was one of 47 feedbacks (2.1%) that dealt with punctuation. R#3's draft-3 writing got peers' feedbacks as written below.

FW4-8 > Punctuation

There were four of 64 feedbacks (6.3%) that dealt with punctuation. R#6's draft-3 writing got peers' feedbacks as written below.

FW2-2 > Ga usah pakai tanda petik

FW2-4 > Ga usah pakai tanda petik, ko seneng amat sih pakai tanda petik...?

FW2-7 > Lebih baik nggak usah pakai 'of mind', langsung aja 'step to enjoy'

FW4-3 > Bagian-bagiannya udah lumayan bagus nih...

3) spelling

Draft-1

R#1's and R#4's draft-1 writing got no peers' feedbacks on spelling (0.0%).

There were five of 78 feedbacks (6.4%) that dealt with spelling. R#2's draft-1 writing got peers' feedbacks as written below.

- FW1-1 >oldest harusnya eldest
- FW3-3 >Wited harusnya 'waited', kesalahan kecil harus diperhatikan
- FW3-5 >Confiused harusnya confused
- FW3-6 >Fetl harusnya felt
- FW4-9 >Shuch harusnya 'such'

There were three of 87 feedbacks (3.4%) that dealt with spelling. R#3's draft-1 writing got peers' feedbacks as written below.

- FW2-2 >Ussually harusnya 'usually'
- FW2-7 >Thet harusnya 'that'
- FW4-13 >think kurang ing

There were two of 47 feedbacks (4.3%) that dealt with spelling. R#5's draft-1 writing got peers' feedbacks as written below.

- FW1-5 >Oldest harusnya eldest
- FW4-3 >Our good..ini maksudnya apa? Maksudnya 'God bukan?'

There were eight of 78 feedbacks (10.3%) that dealt with spelling. R#6's draft-1 writing got peers' feedbacks as written below.

- FW3-1 >Kalo dari angka 0-9 gak boleh pake angka, kalo 10-...boleh pake angka
- FW3-8 >analyse harusnya analyze
- FW3-11 >stills harusnya is still
- FW4-7 >every one nulisnya digabung
- FW4-12 >that salah ketik ejaan
- FW4-16 >way kok tidak ditambahin 's'
- FW4-17 >win harusnya winning, in vale winning, itu bisa tapi kalimatnya disini a vale win jadi tidak pakai -ing
- FW4-18 >attempted harusnya attempted

Draft-2

R#2's draft-2 writing got peers' feedbacks as written below. There was one of 46 feedbacks (2.2%) that dealt with spelling.

FW3-6>Finaly harusnya finally

There were two of 52 feedbacks (3.8%) that dealt with spelling. R#3's draft-2 writing got peers' feedbacks as written below.

FW3-1 >neighbor harusnya neighbour, kurang ya mbak...

FW3-9 >hate ness harusnya hateness (digabung)

There were two of 62 feedbacks (3.2%) that dealt with spelling. R#4's draft-2 writing got peers' feedbacks as written below.

FW3-7 >To long harusnya 'too long'

FW4-8 >World harusnya 'word'

R#1's, R#5's, and R#6's draft-2 writing got no peers' feedbacks on spelling (0.0%).

Draft-3

R#1's, R#3's, and R#5's draft-3 writing got no peers' feedbacks on spelling (0.0%).

R#2's draft-3 writing got peers' feedbacks as written below. There was one of feedback that dealt with spelling.

FW4-10>Verry..itu 'r' nya cuman ada satu, ngarang banget nich...!

R#4's draft-3 writing got peers' feedbacks as written below. There was one of 36 feedbacks (2.8%) that dealt with spelling.

FW4-4 >Role seharusnya 'rule'

There were five of 64 feedbacks (7.8%) that dealt with spelling. R#6's draft-3 writing got peers' feedbacks as written below.

FW1-3 >Moto gp harusnya digabungin menjadi Motogp ya Ndie...

FW2-1 >Respect pakai V+ing karena seperti kegiatan seperti 'I go fishing'

FW2-3 >Under estimate digabungin , lihat kamus donk....

FW4-3 >Bagian-bagiannya udah lumayan bagus nih...

FW4-9 >Xxx Xxxxxx, maksudnya si Vale ga mau nyebutin namanya Max Biaggi ya?!

d. Organization

Peers' feedbacks on organization include paragraph, topic, and coherent and unity.

1) paragraph

Draft-1

R#1's draft-1 writing got peers' feedbacks as written below. There were two of 47 feedbacks (4.3%) that dealt with paragraph.

FW1-2 >Jenis karanganya apa

FW1-3 >Harusnya di jd 3 bagian: introduction, body, conclusion

R#2's draft-1 writing got peers' feedbacks as written below. There was one of 78 feedbacks (1.3%) that dealt with paragraph.

FW3-9 >Harus ditambahkan kalimat lagi

R#3's, R#4's, R#5's, and R#6's draft-1 writing got no peers' feedbacks on paragraph (0.0%).

Draft-2

R#1's draft-2 writing got no peers' feedbacks on paragraph 0.0.

R#2's draft-2 writing got peers' feedbacks as written below. There were six of 46 feedbacks (13.0%) that dealt with paragraph.

FW1-1 >introduction udah cukup bagus. tapi kalau bisa ditambahin lagi sedikit

FW1-3 >kalimat terakhir pada paragraph ke 1 ditulis: Her name is.... She is 2-1. I like her so much. The reasons why I like her so much are her personality and her life.

FW1-4 >pada awal kalimat paragraph ke-2 ditambah: The first reason is her personality

FW1-5 >pada awal paragraph ke-3. ditulis: The second reason is her life

- FW1-6 >pada paragraph terakhir, ditulis: In short, her personality and life make me interested
- FW2-10 >Body harus lebih panjang

R#3's draft-2 writing got peers' feedbacks as written below. There were seven of 52 feedbacks (13.5%) that dealt with paragraph.

- FW2-1 >Park is a.....taruh di bawah and tell the point of the function of the park
- FW2-3 >Bag. Introduction sesingkat-singkat mungkin
- FW2-4 >Baru body menjelaskan apa yang ditulis di thesis statement
- FW2-6 >Why, where, when, pengembangan point
- FW2-7 >Penguraian introduction
- FW2-8 >Yang disebutin pertama function nya dulu : people can....
- FW2-13 >Conclusion semua point disatukan, dibuat menjadi satu dari yang di atas

R#4's draft-2 writing got peers' feedbacks as written below. There were three of 62 feedbacks (4.8%) that dealt with paragraph.

- FW1-1 >The reasons why I can't focus to the lessons are felling sleepy and hungry - Thesis statement
- FW1-4 >Masukan ke Thesis statement
- FW1-5 >Baca fotocopian "the process of writing" untuk bikin Thesis Statement yang bener !

R#5's draft-2 writing got peers' feedbacks as written below. There were two of 43 feedbacks (4.7%) that dealt with paragraph.

- FW1-3 >Make the other paragraph
- FW1-5 >Kembangin lagi paragrapnya. misalnya kehidupan raja & ratu nya trus punya anak dech....

R#6's draft-2 writing got peers' feedbacks as written below. There were seven of 46 feedbacks (15.2%) that dealt with paragraph.

- FW1-2 >Tidak ada kesimpulannya
- FW1-3 >'Thesis Statement' nya salah
- FW1-4 >Introductorynya salah
- FW1-5 >Kalimat terakhir untuk conclusion diambil dari Thesis Statement

FW1-6>To conclude, Thesis Statement, masukan saran/ pendapat tentang Rossi
FW2-1>Introduction + thesis statement nya 'Good'
FW4-9>Kesimpulannya kurang banyak, tambahin aja setengah kalimat lagi

Draft-3

R#1's, R#2's, R#4's, and R#5's draft-3 writing got no peers' feedbacks on paragraph (0.0%).

R#3's draft-3 writing got peers' feedbacks as written below. There was one of 47 feedbacks (2.1%) that dealt with paragraph.

FW4-15 >Develop again!!

R#6's draft-3 writing got peers' feedbacks as written below. There were two of 64 feedbacks (3.1%) that dealt with paragraph.

FW1-1>Introductionnya sudah bagus
FW4-8>Paragraphnya bagus, bahasanya/vocabnya udah meningkat

2) topic

Draft-1

R#1's draft-1 writing got peers' feedbacks as written below. There were two of 47 feedbacks (4.3%) that dealt with topic.

FW1-1>Judul ga ada?
FW3-1>Judulnya kurang spesifik

R#2's draft-1 writing got peers' feedbacks as written below. There was one of 78 feedbacks (2.2%) that dealt with topic.

FW3-9>Harus ditambahkan kalimat lagi

R#3's draft-1 writing got peers' feedbacks as written below. There were eight of 87 feedbacks (9.2%) that dealt with topic.

- FW1-2 >Your article is good, but please increase/ improve again your article
- FW1-3 >Article masih ada sedikit yang salah
- FW1-5 >Lebih dikembangkan lagi agar lebih panjang...
- FW3-19 >Interesting story, but your grammar must better in draft 2
- FW4-1 >Judul, ...OF FREE STYLE, too general
- FW4-2 >Judul harusnya, youth life in Indonesia nowadays
- FW4-16 >explain more about how to avoid it
- FW4-19 >Still have to add more explanation about the theme

R#4's and R#5's draft-1 writing got no peers' feedbacks on topic (0.0%).

R#6's draft-1 writing got peers' feedbacks as written below. There was one of 78 feedbacks (1.3%) that dealt with topic.

- FW4-1 >Judul salah, kan adjective, harusnya kontroversi of...

Draft-2

R#1's, R#2's, and R#4's draft-2 writing got no peers' feedbacks on topic (0.0%).

R#3's draft-2 writing got peers' feedbacks as written below. There was one of 52 feedbacks (1.9%) that dealt with topic.

- FW1-4 >Harus salah satu saja yang untuk diceritakan

R#5's draft-2 writing got peers' feedbacks as written below. There was one of 43 feedbacks (2.3%) that dealt with topic.

- FW1-4 >Thesisnya dalam kalimat terakhir sebutin aja rajanva biar pas

R#6's draft-2 writing got peers' feedbacks as written below. There were four of 46 feedbacks (8.7%) that dealt with topic.

- FW1-1 >Tidak ada jenis karangannya
- FW3-1 >Judulnya aja udah salah apalagi isinya, kalau plural pakai 's'
- FW3-9 >Komentarnya terlalu memihak Rossi nih, ini kan tentang Daniel Pedrosa jadi lebih baik dengan Pedrosa aja yang difokusin

FW4-1 >Kenapa topiknya ini sih, bosan deh..

Draft-3

R#1's, R#2's, R#3's, and R#5's draft-3 writing got no peers' feedbacks on topic (0.0%).

R#4's draft-3 writing got peers' feedbacks as written below. There was one of 36 feedbacks (2.8%) that dealt with topic.

FW3-1 >Judulnya di ganti / di spesifikasikan

R#6's draft-3 writing got peers' feedbacks as written below. There were two of 64 feedbacks (3.1%) that dealt with topic.

FW3-15 >karangannya udah bagus, tapi masih ada salah yang kecil-kecil
FW4-4 >Abis titik, spasinya 2, udah bagus

3) coherent and unity

Draft-1

R#1's, R#4's, R#5's, and R#6's draft-1 writing got no peers' feedbacks on coherent and unity (0.0%).

R#2's draft-1 writing got peers' feedbacks as written below. There was one of 78 feedbacks (1.3%) that dealt with coherent and unity.

FW3-2 >"back" nya harus menjelaskan sesuatu

R#3's draft-1 writing got peers' feedbacks as written below. There was one of 87 feedbacks (1.1%) that dealt with coherent and unity.

FW4-6 >cosumption berhubungan dengan drug

Draft-2

R#1's, R#2's, R#3's, and R#5's draft-2 writing got no peers' feedbacks on coherent and unity (0.0%).

R#4's draft-2 writing got peers' feedbacks as written below. There were two of 62 feedbacks (3.2%) that dealt with coherent and unity.

FW1-2>Transtitions marker ex, at first....
FW1-3>Transtitions marker. second is.....

R#6's draft-2 writing got peers' feedbacks as written below. There were two of 46 feedbacks (4.3%) that dealt with coherent and unity.

FW3-2>Penjelasannya berisi dari essay sebelumnya
FW4-7>Qatar Incident, insiden apaan? Jelasin ya?

Draft-3

R#1's, R#2's, R#5's, and R#6's draft-3 writing got no peers' feedbacks on coherent and unity (0.0%).

R#3's draft-3 writing got peers' feedbacks as written below. There was one of 47 feedbacks (2.1%) that dealt with coherent and unity.

FW4-4>that....ditambahin lagi, more specific plz

R#4's draft-3 writing got peers' feedbacks as written below. There were two of 36 feedbacks (5.6%) that dealt with coherent and unity.

FW3-4>Even she ever maksudnya apa?
FW4-7>Kurang conjunction

d. Syntax

Draft-1

R#1's draft-1 writing got no peers' feedbacks on syntax (0.0%).

R#2's draft-1 writing got peers' feedbacks as written below. There were two of 78 feedbacks (2.6%) that dealt with syntax.

FW2-5>You must help them to save their problems
FW2-9>Make them believe to you that...

R#3's draft-1 writing got peers' feedbacks as written below. There were three of 87 feedbacks (3.4%) that dealt with syntax.

FW1-1 >Artikel ok, tapi masih ada yang kurang pas kalimatnya
FW4-20 >Pay attention in writing long sentences
FW4-21 >Develop again the sentences!

R#4's draft-1 writing got peers' feedbacks as written below. There was one of 80 feedbacks (1.3%) that dealt with syntax.

FW4-15 >what their children want and let their children's...

R#5's draft-1 writing got peers' feedbacks as written below. There were two of 47 feedbacks (4.3%) that dealt with syntax.

FW3-1 >Almost every one have motorcycle
FW3-5 >The big number of passengers can make the train fell down

R#6's draft-1 writing got peers' feedbacks as written below. There were three of 78 feedbacks (3.8%) that dealt with syntax.

FW1-4 >Seharusnya setelah 'do' titik. Ganti kalimat baru
FW2-6 >Untuk menutup paragraf tambahin kalimat ini ya..So I teach
people to show some love
FW2-8 >Respected dijadiin pasif, aktif aja...

Draft-2

R#1's, R#5's, and R#6's draft-2 writing got no peers' feedbacks on syntax (0.0%).

R#2's draft-2 writing got peers' feedbacks as written below. There were seven of 46 feedbacks (15.2%) that dealt with syntax.

FW2-3 >It's important cos you can show your carefulness
FW2-4 >With them and make feel proud of having a close friend like you
FW2-5 >Cos you always make cheer up their days, always accompany
them
FW2-6 >Cos you 're a good friend no matter the situation
FW2-7 >Make them feel comfortable and happy beside you
FW2-8 >Make they feel important in your life
FW2-9 >Live without friends like no stars in the sky

R#3's draft-2 writing got peers' feedbacks as written below. There were two of 52 feedbacks (3.8%) that dealt with syntax.

FW2-2 > So many people like to spend their time for hours in the park
FW4-6 > Develop the sentences

R#4's draft-2 writing got peers' feedbacks as written below. There were three of 62 feedbacks (4.8%) that dealt with syntax.

FW4-9 > Sentence agreement diperhatiin, adj. clause diperhatiin...
FW4-10 > They can make their children to be good person
FW4-11 > Don't accordance jadi 'which are not according'

Draft-3

R#1's draft-3 writing got peers' feedbacks as written below. There was one of 35 feedbacks (2.9%) that dealt with syntax.

FW1-7 > Accidentally, I found ditulis sebelum kalimat sebelumnya

R#2's draft-3 writing got peers' feedbacks as written below. There were five of 46 feedbacks (15.2%) that dealt with syntax.

FW1-1 > enough cheerful ...kalo kalimatnya kaya gini, terlalu Indonesia sekali
FW2-3 > As a social human being you need to interact with others, that's way..
FW2-4 > The ways how ...hapus, ganti There are many ways to be a good friend
FW2-7 > You cheer their days up (better)
FW4-8 > He gave me the piggy bank and flowers after our date

R#3's draft-3 writing got peers' feedbacks as written below. There was one of 47 feedbacks (2.1%) that dealt with syntax.

FW2-5 > Sometimes they go there whenever they have many problems'

R#4's draft-3 writing got peers' feedbacks as written below. There was one of 36 feedbacks (2.8%) that dealt with syntax.

FW2-3 >Let's being a good citizen for our country, Indonesia

R#5's draft-3 writing got peers' feedbacks as written below. There were three of 35 feedbacks (8.6%) that dealt with syntax.

FW1-1 >The maker answered and explained

FW1-4 >Role in the sentence

FW2-3 >Please, use suitable preposition, "T'tarik" use passive sentence

R#6's draft-3 writing got peers' feedbacks as written below. There was one of 64 feedbacks (1.6%) that dealt with syntax.

FW4-7 >What If I'd never Tried It, mentang-mentang punya bukunya

e. Vocabulary

Draft-1

R#1's draft-1 writing got peers' feedbacks as written below. There was one of 47 feedbacks (2.1%) that dealt with vocabulary.

FW3-2 >Saying harusnya Words

R#2's draft-1 writing got peers' feedbacks as written below. There were fifteen of 78 feedbacks (19.2%) that dealt with vocabulary.

FW1-4 >sleeper, maksudnya'?

FW1-5 >untuk skin, bukan white tapi fair

FW1-6 >anything with her.... susah jelasinnya

FW1-7 >use, seharusnya wears

FW1-9 >untuk kata Muhammadiyah harus dicetak miring karena bukan
b. Inggris

FW2-6 >You ought to...

FW2-7 >You must keep...

FW2-8 >Protect they harusnya keep their

FW4-4 >My first hobbies cukup 'first'

FW4-5 >My body is not fat harusnya I'm not fat

FW4-7 >...body ...harusnya weight

FW4-8 >Is when..harusnya 'since'

FW4-11 >And harusnya 'sometime'

FW4-13 >So that I can buy it harusnya 'to buy it'

FW4-14 >...go...ganti 'become'

R#3's draft-1 writing got peers' feedbacks as written below. There were sixteen of 87 feedbacks (18.4%) that dealt with vocabulary.

- FW2-1 >Are buang aja
- FW2-3 >spend for ...jadi spend my time
- FW2-4 >Beautiful harusnya 'beautifuly'
- FW3-4 >asked me harusnya advised me
- FW3-7 >like not harusnya for instance not
- FW3-8 >to eat harusnya eating
- FW3-9 >etc jangan dipakai
- FW3-18 >Pemilihan kata-kata lebih teliti lagi
- FW4-3 >Life style....ganti youth life in Indonesia
- FW4-4 >social = freesex
- FW4-5 >relations = kehidupan remaja yang kepingin
- FW4-7 >entertainment = kehidupan malam
- FW4-8 >dress = update style
- FW4-9 >There are several....ganti uncontrolled emotion
- FW4-11 >the harusnya have
- FW4-12 >don't care of.....ganti uncontrolled emotion

R#4's draft-1 writing got peers' feedbacks as written below. There were twenty two of 80 feedbacks (27.5%) that dealt with vocabulary.

- FW1-1 >To night seharusnya last night
- FW1-5 >Kurang menggunakan T'o, jadi seharusnya To eat
- FW1-6 >Yang kenapa a nice dream
- FW1-7 >Want be - seharusnya want to be
- FW1-10 >To breakfast jadi to have breakfast
- FW1-11 >I haven't time ditambah I haven't had time
- FW1-14 >Walk jadi Goes
- FW2-5 >Capacity ganti dgn capability
- FW3-1 >Is harusnya 'has'
- FW3-3 >Understanding ganti 'understandable' adj. Cocoknya
- FW3-5 >Views ganti 'sees'
- FW3-8 >Parent's say ganti 'parent's words'
- FW3-9 >Word choice perhatiin
- FW4-1 >Give harusnya 'born'
- FW4-2 >Become ganti 'to be'
- FW4-3 >Successes harusnya 'successful'
- FW4-4 >They don't ganti 'without'
- FW4-6 >Pake kata-kata yang lebih cocok
- FW4-7 >To be jadi 'succeeded to be'

FW4-8 >So it also jadi 'will be'

FW4-10 >Change jadi 'chance'

R#5's draft-1 writing got peers' feedbacks as written below. There were nine of 47 feedbacks (19.1%) that dealt with vocabulary.

FW1-7 >Won't harusnya Don't want

FW2-3 >Tough harusnya taught

FW2-4 >Thought harusnya think

FW3-4 >Drunkard harusnya 'drunker'

FW4-2 >Sunshine harusnya 'sunrise'

FW4-5 >Can harusnya 'will'

FW4-6 >Can't harusnya 'won't'

FW4-8 >Afternoon harusnya 'evening'

FW4-11 >With call harusnya 'by calling'

R#6's draft-1 writing got peers' feedbacks as written below. There were nine of 78 feedbacks (11.5%) that dealt with vocabulary.

FW2-1 >Jangan pakai 'etc', sebaiknya 'and atau the other'

FW2-3 >Pemilihan katanya rada-rada susah, pakai reduce aja yg gampang atau familiar

FW2-4 >Hurt seharusnya pakai V+ing jadi hurting yg artinya menyakiti

FW3-4 >Motorace magazine, vol. 4 2006:74

FW3-5 >is ganti will be

FW3-6 >if ganti that

FW3-7 >cc dirubah jadi class

FW4-9 >the last hapus aja, tanpa the last is atau dengan the last is tidak masalah, namun mungkin lebih baik dihapus saja

FW4-13 >move diganti removal aja, maksudnya perpindahan tapi pindahnya Vale...

Draft-2

R#1's draft-2 writing got peers' feedbacks as written below. There were four of 43 feedbacks (9.3%) that dealt with vocabulary.

FW1-5 >He is still ...seharusnya ga' usah pake still

FW1-11 >about the language... yg ini ga' usah ditulis

FW2-1 >But in EF all teacher

FW4-2 >Eat some ...apa Silent storm

R#2's draft-2 writing got peers' feedbacks as written below. There were nine of 46 feedbacks (19.6%) that dealt with vocabulary.

- FW2-2 > Save harusnya keep
- FW3-1 > ...moment? harusnya tambah 'in your life'
- FW3-2 > ...moment. harusnya tambah 'in this life'
- FW3-4 > always requested harusnya 'use to asked'
- FW3-7 > Approached me harusnya appear from inside the room and came to me
- FW3-8 > Street side harusnya side walk
- FW3-9 > Back to my house harusnya back home
- FW4-1 > Free ganti 'leisure'
- FW4-3 > Etc buang aja

R#3's draft-2 writing got peers' feedbacks as written below. There were three of 52 feedbacks (5.8%) that dealt with vocabulary.

- FW4-1 > this and that, Indonesia banget
- FW4-2 > Cosumption = television program
- FW4-3 > in this case....hapus aja

R#4's draft-2 writing got peers' feedbacks as written below. There were seven of 62 feedbacks (11.3%) that dealt with vocabulary.

- FW2-3 > Time " jam kale...."
- FW3-2 > Left ganti 'leaves'
- FW3-8 > Smoked harusnya 'smoking'
- FW4-3 > Word choice diperhatiin, noun...infinitive...preposition...
- FW4-4 > To ganti 'can'
- FW4-6 > ...rule...sebelumnya tambah 'having'
- FW4-7 > Want the jadi 'want to give the...'

R#5's draft-2 writing got peers' feedbacks as written below. There were nine of 43 feedbacks (18.6%) that dealt with vocabulary.

- FW1-2 > ...contest. Sebutkan dong namanya
- FW4-3 > Wrong doing ...(sins)
- FW3-3 > Watch ur tenses, punctuation, plural. word choice...
- FW3-8 > Announcer ganti 'announcement'
- FW3-9 > Watch ur tenses and word choice as well....
- FW3-10 > Flying ganti 'flight'
- FW3-13 > Well harusnya 'better'

FW3-15 >To be in.....jadi for their own good/safety

FW4-7 > There are some grammatical mistake, wrong choice of words

R#6's draft-2 writing got peers' feedbacks as written below. There were five of 46 feedbacks (10.9%) that dealt with vocabulary.

FW2-2 >Ga' usah pakai that langsung aja..... think it is

FW2-3 >Pengamen, kondektur...Ga tau bhs inggrisnya..?! ya udah nggak apa2 dibolehkan deh buat indy...

FW2-4 >Puitis banget bahasanya, udah insaf ya...?

FW3-4 >cc harusnya class

FW4-4 >Vocabularynya udah mulai susah nih, harus buka kamus dulu

Draft-3

R#1's draft-3 writing got peers' feedbacks as written below. There was one of 35 feedbacks (2.9%) that dealt with vocabulary.

FW2-2 >Rare harusnya seldom

R#2's draft-3 writing got peers' feedbacks as written below. There were eleven of 64 feedbacks (17.2%) that dealt with vocabulary.

FW1-4 >disobeys with ...terlalu Indonesia

FW1-6 >sesudah High School harusnya ditambah where is

FW1-8 >the theater harusnya cinema

FW1-9 >like harusnya with

FW1-10 >sents pulse harusnya sends credits

FW2-9 >Anything harusnya everything

FW2-10 >Once time (hilangkan time) sama dengan one time

FW4-3 >Etc sebaiknya diganti so on

FW4-5 >fhe way ganti 'how', penggunaan abjektive clause nya masih salah, gunakan 'how' untuk menunjukkan bagaimana/ cara

FW4-6 >Bought ganti 'had'

FW4-9 >Like..kata 'like' tidak sesuai untuk menunjukkan seperti/ menyerupai, yang bener 'look a like'

R#3's draft-3 writing got peers' feedbacks as written below. There were ten of 47 feedbacks (21.3%) that dealt with vocabulary.

FW1-1 >types ganti 'good characteristics'

FW1-2 >In looking ganti 'performance'

- FW1-4 >Whenever ganli 'where'
- FW3-1 >I am better harusnya I am getting better
- FW3-6 >There are several wrong choice of words
- FW4-2 >young...hapus aja
- FW4-3 >the time...kurang when
- FW4-6 >to want ganti eager
- FW4-13 >There are some wrong choice of words
- FW4-14 >Pay attention in typing and choosing some word

R#4's draft-3 writing got peers' feedbacks as written below. There were five of 36 feedbacks (13.9%) that dealt with vocabulary.

- FW2-2 >Separate diganti divorce
- FW3-7 >Attractive harusnya 'attract'
- FW4-2 >Word choice nya diperhatiin ya....?
- FW4-5 >A big mistake on choosing word...
- FW4-6 >Word choice diperhatiin...!

R#5's draft-3 writing got peers' feedbacks as written below. There were four of 35 feedbacks (11.4%) that dealt with vocabulary.

- FW1-2 >Tertarik - He was interested
- FW3-1 >Still ur tenses and word chooice....
- FW3-4 >Because ganti 'and'
- FW4-9 >Speaking harusnya 'words'

R#6's draft-3 writing got peers' feedbacks as written below. There were eight of 64 feedbacks (12.5%) that dealt with vocabulary.

- FW2-6 >Just pray to the god-gak ada subyek
- FW3-1 >Judulnya dah bener nggak ada titiknya
- FW3-2 >cc harusnya class
- FW3-3 >pakai class of 990 cc
- FW3-4 >In every...In hapus aja
- FW3-9 >are 500 harusnya are in 500
- FW3-11 >a title harusnya a titlte as
- FW4-6 >RC211V, ini mesin motor ya..?

f. Content

Draft-1

R#1's draft-1 writing got peers' feedbacks as written below. There was one of 47

feedbacks (2.1%) that dealt with content.

FW2-1>Salahnya cuman sedikit koq...jangan panik ya nda he....

R#2's, R#3's, R#4's, R#5's, and R#6's draft-1 writing got no peers' feedbacks on content (0.0%).

Draft-2

R#1's draft-2 writing got peers' feedbacks as written below. There was one of 43 feedbacks (2.3%) that dealt with content.

FW2-4>Speak their opinions up

R#2's draft-2 writing got peers' feedbacks as written below. There was one of 46 feedbacks (2.2%) that dealt with content.

FW3-3>Shy harusnya 'shame to my self'

R#3's, R#4's, R#5's, and R#6's draft-2 writing got no peers' feedbacks on content (0.0%).

Draft-3

R#1's, R#3's, R#4's, R#5's, and R#6's draft-3 writing got no peers' feedbacks on content (0.0%).

R#2's draft-3 writing got peers' feedbacks as written below. There was one of 64 feedbacks (1.6%) that dealt with content.

FW3-2>Shouted loudly to call my sister harusnya called my sister loudly

g. Quality

Peers' feedbacks on quality comprise encouraging and alternative.

1) encouraging

Draft-1

R#1's draft-1 writing got peers' feedbacks as written below. There was one of 47 feedbacks (2.1%) that dealt with encouraging.

FW4-4>Salahnya cuman sedikit koq...jangan panik ya nda he....

R#2's draft-1 writing got peers' feedbacks as written below. There was one feedback that dealt with encouraging.

FW3-3>Wited harusnya 'waited', kesalahan kecil harus diperhatikan

R#3's draft-1 writing got no peers' feedbacks on encouraging.

R#4's draft-1 writing got peers' feedbacks as written below. There were seven feedbacks that dealt with encouraging.

FW2-1 >Thesis statementnya udah bagus...

FW2-2 >sentence agreementnya masih ada yang belum bener...

FW2-3 >lihat buku stucture 3/4

FW2-6 >Structurenya diinget lagi...

FW2-7 >And, nggak boleh didepan ya...

FW4-6 >Pake kata-kata yang lebih cocok

FW4-11 >For example ...di tambah contoh kongkrit/nyata

R#5's draft-1 writing got peers' feedbacks as written below. There were five of 47 feedbacks (10.6%) that dealt with encouraging.

FW2-5 >Perhatiin verb dan plural nya

FW2-6 >Dina...you should should should definitely pay your attention to your grammar 'n tenses...

FW3-3 >Nggak jelas printernya ya....?

FW3-8 >Ada penulisan kata yang melenceng dari pemakaian waktu pada tulisan ini.

FW4-12 >Pluralnya diperhatiin lagi ya....

R#6's draft-1 writing got no peers' feedbacks on encouraging (0.0%).

Draft-2

R#1's draft-2 writing got peers' feedbacks as written below. There were five of 43 feedbacks (11.6%) that dealt with encouraging.

- FW1-13>salahnya kebanyakan slh yg kecil-kecil
- FW2-2>Jangan langsung all teacher
- FW3-1>.....effect as well is death. (ini diberi penjelasan ya...?)
- FW4-3>Tulis "eat some /Silent storm" biar jelas, gua bingung ama pronoun nya buat siapa?
- FW4-6>Salahnya cuma sedikit

R#2's draft-2 writing got no peers' feedbacks on encouraging (0.0%).

R#3's draft-2 writing got peers' feedbacks as written below. There were six of 52 feedbacks (11.5%) that dealt with encouraging.

- FW3-10 >Cerita cukup menarik
- FW3-11 >Structure sudah cukup baik
- FW3-12 >Dalam proses pengetikan lebih diperhatikan lagi ada yg kurang
- FW3-13 >Cerita menarik
- FW4-4 >Well enough, still have not finish
- FW4-5 >Pay attention to the silly mistakes and the tenses

R#4's draft-2 writing got peers' feedbacks as written below. There were five of 62 feedbacks (8.1%) that dealt with encouraging.

- FW2-6 >All the citizens (lihat structure lagi ya..?)
- FW2-9 >Singular dan plural, diperhatiin lagi...!
- FW3-1 >Udah bagus walaupun salahnya masih ada
- FW3-13 >Sepertinya anda ini terlalu mengarang
- FW3-14 >Perhatiin Grammar ...baca buku structure

R#5's draft-2 writing got peers' feedbacks as written below. There were eleven of 43 feedbacks (25.6%) that dealt with encouraging.

- FW1-2>...contest. Sebutkan dong namanya
- FW1-5>Kembangin lagi paragrafnya. misalnya kehidupan raja & ratunya trus punya anak dech....
- FW2-1>A little silly mistakes
- FW3-1>It's good, but watch ur 'plural' thing...

- FW3-3 > Watch ur tenses, punctuation, plural. word choice...
- FW3-4 > Read ur grammar book ...preposition also...
- FW3-9 > Watch ur tenses and word choice as well....
- FW4-5 > Kalo nulis 'the name of God' pake kapital letter ya....?
- FW4-6 > Becarefull with typeing
- FW4-7 > There are some grammatical mistake, wrong choice of words
- FW4-8 > Only few lack of typing and used word actually it's a good essay

R#6's draft-2 writing got peers' feedbacks as written below. There were eight of 46 feedbacks (17.4%) that dealt with encouraging.

- FW3-8 > Essaynya udah bagus koq, Cuma salah dikit doang...
- FW3-9 > Komentarnya terlalu memihak Rossi nih, ini kan tentang Daniel Pedrosa jadi lebih baik dengan Pedrosa aja yang difokusin
- FW4-3 > Bahasanya moto gp nya udah bagus, beritanya nggak bagus
- FW4-4 > Vocabularynya udah mulai susah nih, harus buka kamus dulu
- FW4-6 > Pake idiom juga ya, gua bingung nih bacanya, bagus deh, jadi no comment
- FW4-8 > Udah lumayan bagus
- FW4-10 > Baca buku panduan EDAN untuk argumentative
- FW4-11 > kreatif juga ya, naruh pendapat di conclusion

Draft-3

R#1's draft-3 writing got peers' feedbacks as written below. There were five of 35 feedbacks (14.3%) that dealt with encouraging.

- FW1-11 > kurang teliti sm yg kecil-kecil
- FW1-12 > tulisannya dah bagus
- FW2-4 > Dijelasin film yg menggunakan bhs. Inggris
- FW3-1 > I have no idea to correct ur writing, it's to perfect
- FW4-1 > Essay nya udah bagus...(n-n)

R#2's draft-3 writing got peers' feedbacks as written below. There was one of 64 feedbacks (1.6%) that dealt with encouraging.

- FW4-11 > Sudah draft 3, tapi masih banyak buat kesalahan, perhatiin grammar nya lagi ya....

R#3's draft-3 writing got peers' feedbacks as written below. There were five of 47 feedbacks (10.6%) that dealt with encouraging.

- FW1-5 >I think is enough
- FW1-6 >There is a sentence that not clear, try to rewrite
- FW1-7 >I think it's good enough, but you have to rewrite again for the next correction
- FW3-5 >Basically, it is good enough, but you must consist on the subject and pay attention in using the first word on your sentences
- FW3-7 >It's good enough essay, but please don't do a silly mistake because it will make all our sentence wrong

R#4's draft-3 writing got peers' feedbacks as written below. There were four of 36 feedbacks (11.1%) that dealt with encouraging.

- FW2-1 >Bagoes...tapi Plural nya diperhatiin lagi...
- FW3-2 >Diperhatiin tenses, article...
- FW3-6 >Can't solved harusnya 'can't be solved' Modal passive
- FW4-7 >Kurang conjunction

R#5's draft-3 writing got peers' feedbacks as written below. There were eight of 35 feedbacks (22.9%) that dealt with encouraging.

- FW1-3 >'T' tarik: he was intersted, cobalah untuk tidak ada lagi kesalahan-kesalahan kecil, where pages..?
- FW2-2 >Read ur grammar book again
- FW2-3 >Please, use suitable preposition, "T'tarik" use passive sentence
- FW4-1 >Kalo udah ada 'every' 's' nya harus hilang, coba cek buku structure nya
- FW4-2 >Nggak usah pake 'the'
- FW4-5 >moslem.. "M" di paragraph pertama huruf kapital, jadi harus konsekuen
- FW4-7 >"every" itu singular coba cek buku structure nya?
- FW4-11 >Perhatikan kesalahan kecil yang mungkin sepele

R#6's draft-3 writing got peers' feedbacks as written below. There were nine of 64 feedbacks (14.1%) that dealt with encouraging.

- FW1-1 >Introductionnya sudah bagus
- FW3-13 >Dalam satu kalimat udah ada subyek dan predikatnya
- FW3-14 >Introductorynya udah bagus, thesis statement nya juga udah jelas
- FW4-1 >Udah dibilang jangan tentang valen mulu, dasar...
- FW4-2 >Udah keren nih...
- FW4-5 >Walaupun temanya tetep si Rossi, tapi contentnya udah bagus

- FW4-8 >Paragraphnya bagus, bahasanya/vocabnya udah meningkat
 FW4-10 >No comment, udah bagus, pusing bacanya, ga ngerti tentang motor
 FW4-11 >Pokoknya lumayan deh

2) alternative

Draft-1

R#1's draft-1 writing got no peers' feedbacks on alternative (0.0%).

R#2's draft-1 writing got peers' feedbacks as written below. There were two of 78 feedbacks (2.6%) that dealt with alternative.

- FW3-4 >...alone, 1 still ...(penempatan 'but' mungkin akan membuat kalimatnya lebih baik
 FW4-4 >My first hobbies cukup 'first'

R#3's draft-1 writing got no peers' feedbacks on alternative (0.0%).

R#4's draft-1 writing got peers' feedbacks as written below. There were three of 80 feedbacks (3.8%) that dealt with alternative.

- FW1-13 >15:00 pm jadi 3:00 pm aja, kalau mau 15:00 pakai O'clock
 FW2-10 >Always pakai V 1
 FW4-13 >Ini pendapat loe...,jadi ditambah pendapat orang. Untuk memulai pendapat orang. The other people think about the concept of being a good parent's like...

R#5's draft-1 writing got peers' feedbacks as written below. There was one of 47 feedbacks (2.1%) that dealt with alternative.

- FW3-9 >Penggunaan spasi yang beda untuk memisahkan paragraf, seharusnya sama dengan yang lain

R#6's draft-1 writing got peers' feedbacks as written below. There were one of 78 feedbacks (1.3%) that dealt with alternative.

- FW4-24 >You dihapus aja

Draft-2

R#1's draft-2 writing got peers' feedbacks as written below. There were two of 43 feedbacks (4.7%) that dealt with alternative.

FW2-3>which better: 'people can also talk' or 'people also can talk'
FW4-4>Anything...(It better Placed "everything")

R#2's draft-2 writing got peers' feedbacks as written below. There were six of 46 feedbacks (13.0%) that dealt with alternative.

FW1-1 >introduction udah cukup bagus. tapi kalau bisa ditambahin lagi sedikit
FW1-2 >seharusnya kalo bikin essay deskripsi, bikinnya lebih spesifik tentang fisiknya..atau bikin setidaknya orang yg membaca bisa menggambarkan dlm pikirannya
FW1-3 >kalimat terakhir pada paragraph ke 1 ditulis: Her name is.... She is 2-1. I like her so much. The reasons why I like her so much are her personality and her life.
FW1-4 >pada awal kalimat paragraph ke-2 ditambah: The first reason is her personality
FW1-5 >pada awal paragraph ke-3. ditulis: The second reason is her life
FW1-6 >pada paragraph terakhir, ditulis: In short, her personality and life make me interested

R#5's draft-2 writing got peers' feedbacks as written below. There were two of 43 feedbacks (4.7%) that dealt with alternative.

FW1-1 >S lebih baik di depan, biar setiap kalimat S jelas
FW3-2 >We...it's better to erase it...

R#3's, R#4's, and R#6's draft-1 writing got no peers' feedbacks on alternative (0.0%).

Draft-3

R#1's draft-3 writing got peers' feedbacks as written below. There were two of 35 feedbacks (5.7%) that dealt with alternative.

FW2-1>But it is not easy to learn a new language, lebih baik dihilangkan aja

FW2-3>foreign dihilangkan aja

R#2's draft-3 writing got peers' feedbacks as written below. There were eight of 64 feedbacks (12.8%) that dealt with alternative.

- FW1-1 >enough cheerful ...kalo kalimatnya kaya gini, terlalu Indonesia sekali
- FW2-7 >You cheer their days up (better)
- FW2-10 >Once time (hilangkan time) sama dengan one time
- FW4-1 >Do harusnya 'does' karena simple present tense, maka subyeknya tunggal, kata kerjanya /V/ pakai es/s. Jadi sehabis 'do' =>"does"...ingat ya!!
- FW4-5 >fhe way ganti 'how', penggunaan abjektive clause nya masih salah, gunakan 'how' untuk menunjukan bagaimana/ cara
- FW4-7 >With...penggunaan preposisinya masih salah, baca buku stucture lagi ya.... Jangan pake 'with' ...tapi 'from' karena menunjukan asal/dari
- FW4-9 >Like..kata 'like' tidak sesuai untuk menunjukan seperti/ menyerupai, yang bener 'look a like'
- FW4-10 >Verry..itu 'r' nya cuman ada satu, ngarang banget nich...!

R#3's and R#4's draft-3 writing got no peers' feedbacks on alternative (0.0%).

R#5's draft-3 writing got peers' feedbacks as written below. There were two of 35 feedbacks (5.7%) that dealt with alternative.

- FW4-3 >Ask=>V, forgivennes=> N, jadi lebih baik di tambahkan 'to', untuk menyambung pada obyeknya
- FW4-4 >lt's, Itsn't ...kalo menulis essay, lebih baik jangan disingkat

R#6's draft-3 writing got peers' feedbacks as written below. There were two of 64 feedbacks (3.1%) that dealt with alternative.

- FW3-11 >a title harusnya a titlre as
- FW4-7 >What If I'd never Tried It, mentang-mentang punya bukunya

h. Types

Peers' feedbacks on Types consist of deletion, addition and substitution.

1) Deletion

Draft-1

R#1's draft-1 writing got peers' feedbacks as written below. There were three of 47 feedbacks (6.4%) that dealt with deletion.

FW1-6>They are often talking....ga `sah pake to be soalnya present

FW2-1>Dipersingkat

FW2-2>Nggak usah pakai `It' kan udah jelas

R#2's draft-1 writing got peers' feedbacks as written below. There were two of 48 feedbacks (2.6%) that dealt with deletion.

FW1-3 >a bad habits ga' pake article 'a'

FW4-12 >My self buang aja

R#3's draft-1 writing got peers' feedbacks as written below. There was one of 87 feedbacks (1.1%) that dealt with deletion.

FW2-1 >Are buang aja

R#4's draft-1 writing got peers' feedbacks as written below. There was one of 80 feedbacks (1.3%) that dealt with deletion.

FW1-2 >Reason-nya cuma 1 jadi bukan reasons

R#5's draft-1 writing got peers' feedbacks as written below. There was one of 47 feedbacks (2.1%) that dealt with deletion.

FW4-9 >Of the hapus aja

R#6's draft-1 writing got peers' feedbacks as written below. There were six of 78 feedbacks (7.7%) that dealt with deletion.

FW1-1 >'Lots' kok pakai 's'? 'Name'-nya sudah pakai 's'

FW4-3 >was nya diilangin aja, dan want jadi wanted

FW4-9 >the last hapus aja, tanpa the last is atau dengan the last is tidak masalah, namun mungkin lebih baik dihapus saja

FW4-25 >all my harusnya all of my

FW4-26 >being...tambah 'a'

FW4-27 >prove kurang 's'

Draft-2

R#1's draft-2 writing got peers' feedbacks as written below. There were four of 43 feedbacks (9.3%) that dealt with deletion.

FW1-2>radio's...ga' usah pake `s'

FW1-5>He is still ...seharusnya ga' usah pake still

FW1-8>radio's ga' usah pake `s'

FW1-11>about the language... yg ini ga' usah ditulis

R#2's draft-2 writing got peers' feedbacks as written below. There was one of 46 feedbacks (2.2%) that dealt with deletion.

FW4-3 >Etc buang aja

R#3's draft-2 writing got peers' feedbacks as written below. There was one of 52 feedbacks (1.9%) that dealt with deletion.

FW4-3 >in this case....hapus aja

R#4's draft-2 writing got peers' feedbacks as written below. There was one of 62 feedbacks (1.6%) that dealt with deletion.

FW3-12 >Boy friends harusnya tanpa 's'

R#5's draft-2 writing got no peers' feedbacks on deletion (0.0%).

R#6's draft-2 writing got peers' feedbacks as written below. There were two of 46 feedbacks (4.3%) that dealt with deletion.

FW3-6>Tambahin the class of

FW4-2 >young boy, boy dihapus aja, karena udah jelas

Draft-3

R#1's draft-3 writing got peers' feedbacks as written below. There were five of 35 feedbacks (14.3%) that dealt with deletion.

FW2-1>But it is not easy to learn a new language, lebih baik dihilangkan aja

FW2-3>foreign dihilangkan aja

FW2-5>Stay s, jangan pakai `S'

FW2-6>School s, jangan pakai `S'

FW2-7>International s, jangan pakai `S'

R#2's draft-3 writing got peers' feedbacks as written below. There were three of 64 feedbacks (4.7%) that dealt with deletion.

FW4-3>Etc buang aja

FW4-2>Can go to =>'can' dan 'to' buang aja

FW4-4>...in...tidak usah pake preposisi 'in' langsung 'at' aja

R#3's draft-3 writing got peers' feedbacks as written below. There was one of 47 feedbacks (2.1%) that dealt with deletion.

FW4-11 >to buang aja

R#4's draft-3 writing got no peers' feedbacks on deletion (0.0%).

R#5's draft-3 writing got peers' feedbacks as written below. There was one of 35 feedbacks (2.9%) that dealt with deletion.

FW4-1 >Kalo udah ada `every' `s' nya harus hilang, coba cek buku structure nya

R#6's draft-3 writing got peers' feedbacks as written below. There were two of 64 feedbacks (3.1%) that dealt with deletion.

FW3-3 >pakai class of 990 cc

FW3-4 >In every...In hapus aja

2) addition

Draft-1

R#1's draft-1 writing got peers' feedbacks as written below. There were seven of 47 feedbacks (14.9%) that dealt with addition.

- FW1-1>Judul ga ada?
- FW1-2>Jenis karanganya apa
- FW1-3>Harusnya di jd 3 bagian: introduction, body, conclusion
- FW1-4>The announcer-nya krg `s' soalnya jamak
- FW1-5>'Ticket-nya krg `s' - jamak
- FW2-3>difficulties...kurang preposisi, jadi pakai `In'
- FW2-5>Start harusnya started (paste tense, karena ada keterangan `since')

R#2's draft-1 writing got peers' feedbacks as written below. There were four of 78 feedbacks (5.1%) that dealt with addition.

- FW1-8>teacher harus pakai article di depannya
- FW2-1 >you know well and like harusnya knows and likes you well
- FW2-2 >Way tambah `S'
- FW4-1 >Activity...tambah `that'

R#3's draft-1 writing got peers' feedbacks as written below. There were six of 87 feedbacks (6.9%) that dealt with addition.

- FW2-5 > They going harusnya `they are going'
- FW3-1 >sebelum I was di tambah kata-kata sambung
- FW3-10 >contains much harusnya contains of much
- FW4-10 >going be..kurang to
- FW4-14 >....consider kurang to
- FW4-17 >effect kurang s

R#4's draft-1 writing got peers' feedbacks as written below. There were three of 80 feedbacks (3.8%) that dealt with addition.

- FW1-5 >Kurang menggunakan T'o, jadi seharusnya To eat
- FW1-10 >To breakfast jadi to have breakfast
- FW1-11 >I haven't time ditambah I haven't had time

R#5's draft-1 writing got peers' feedbacks as written below. There were five of 47 (10.6%) feedbacks that dealt with addition.

- FW3-6 >Delay tambah 'ed'
- FW4-1 >Moslem kurang 's' perhatiin lagi pluralnya.
- FW4-4 >Emotion kurang 's'
- FW4-7 >Part kurang 's'
- FW4-10 >Member kurang 's'

R#6's draft-1 writing got peers' feedbacks as written below. There were six of 78 feedbacks (7.7%) that dealt with addition.

- FW3-15 >...good harusnya be good
- FW4-3 >was nya diilangin aja, dan want jadi wanted
- FW4-8 >need kurang 's' karena jamak
- FW4-11 >Italian tambahin Rider aja
- FW4-16 >way kok tidak ditambahin 's'
- FW4-18 >attempted harusnya attempted

Draft-2

R#1's draft-2 writing got peers' feedbacks as written below. There were eight of 43 feedbacks (18.6%) that dealt with addition.

- FW1-1>look...kurang `s'
- FW1-3>Their names ...tambah `are'
- FW1-7>like krg `s'
- FW1-9>Dagi like ...like kurang `s'
- FW1-10>thinking ditambah kata about
- FW1-12>They...krg to be `are'
- FW3-1>.....effect as well is death. (ini diberi penjelasan ya...?)
- FW3-2>...drug.. kurang 'S'

R#2's draft-2 writing got peers' feedbacks as written below. There was one of 46 feedbacks (2.2%) that dealt with addition.

- FW4-4>Collection kurang 'S'

R#3's draft-2 writing got peers' feedbacks as written below. There were two of 52 feedbacks (3.8%) that dealt with addition.

FW3-1 >neighbor harusnya neighbour, kurang ya mbak...
FW3-2 >it really harusnya it is really

R#4's draft-2 writing got peers' feedbacks as written below. There were three of 62 feedbacks (4.8%) that dealt with addition.

FW4-5 >Photograph tambah 'er'
FW4-6 >...rule...sebelumnya tambah 'having'
FW4-7 >Want the jadi 'want to give the...'

R#5's draft-2 writing got no peers' feedbacks on addition (0.0%).

R#6's draft-2 writing got peers' feedbacks as written below. There was one of 46 feedbacks (2.2%) that dealt with addition.

FW3-3 >Spanish harusnya A Spanish

Draft-3

R#1's draft-3 writing got peers' feedbacks as written below. There were seven of 35 feedbacks (20.0%) that dealt with addition.

FW1-2 >interest... krg `s' krn jamak
FW1-3 >put verbnya krg `s'
FW 1-4 >like krg `s'
FW 1-5 >sound krg `s'
FW 1-6 >show krg `s'
FW 1-9 >speaker krg `s'
FW 1-10 >teacher krg `s' krn jamak

R#2's draft-3 writing got peers' feedbacks as written below. There were four of 64 feedbacks (6.3%) that dealt with addition.

FW1-6 >sesudah High School harusnya ditambah where is
FW1-11 >problem kurang 's'
FW2-1 >important to harusnya important for you
FW2-2 >friends seharusnya many friend

R#3's draft-3 writing got peers' feedbacks as written below. There were three of 47 feedbacks (6.4%) that dealt with addition.

FW4-1 >look kurang ed
FW4-3 >the time...kurang when
FW4-4 >that....ditambahin lagi, more specific plz

R#4's draft-3 writing got peers' feedbacks as written below. There were three of 36 feedbacks (8.3%) that dealt with addition.

FW3-3 >Smile and laugh harusnya tambah 'S'
FW3-6 >Can't solved harusnya 'can't be solved' Modal passive
FW4-7 >Kurang conjunction

R#5's draft-3 writing got peers' feedbacks as written below. There were two of 35 feedbacks (5.7%) that dealt with addition.

FW3-6 >Get kurang 's' your tenses???
FW3-8 >sailor kurang `s`

R#6's draft-3 writing got peers' feedbacks as written below. There were two of 64 feedbacks (3.1%) that dealt with addition.

FW1-2 >have money seharusnya ditambahkan 'much' karena banyak!!
FW1-4 >kata show nya kurang 's' karena jamak jadi seharusnya 'shows'

3) substitution

Draft-1

R#1's draft-3 writing got peers' feedbacks as written below. There were thirteen of 47 feedbacks (27.7%) that dealt with substitution.

FW2-4 >Me..huruf `M' kecil aja
FW 2-6 >Don't harusnya didn't
FW 2-7 >Is jadi was karena 'past' to be nya menjadi `was'
FW 2-8 >Get harusnya got
FW 2-9 >talk harusnya talked (past, pakai V2)
FW 2-10 >speak harusnya spoke
FW 2-11 >People in Indonesian diganti menjadi Indonesian people ya....
FW 2-12 >Ability harusnya abilities
FW 3-1 >Judulnya kurang spesifik
FW 3-2 >Saying harusnya Words
FW 4-1 >Kenapa ga "Astri, you and I"
FW 4-2 >Us harusnya We

FW >Mama itu orang. Jadinya hurufnya harus gede

R#2's draft-1 writing got peers' feedbacks as written below. There were twenty three of 78 feedbacks (29.5%) that dealt with substitution.

- FW1-1 >oldest harusnya eldest
- FW1-5 >untuk skin, bukan white tapi fair
- FW1-6 >anything with her.... susah jelasinnya
- FW2-3 >They harusnya them
- FW2-4 >Live harusnya life
- FW2-8 >Protect they harusnya keep their
- FW2-12 >She harusnya they
- FW3-3 >Wited harusnya 'waited', kesalahan kecil harus diperhatikan
- FW3-5 >Confused harusnya confused
- FW3-6 >Fetl harusnya felt
- FW3-7 >Laughs harusnya laughed
- FW4-1 >Activity...tambah 'that'
- FW4-2 >Hobby harusnya hobbies
- FW4-3 >Have harusnya 'has'
- FW4-5 >My body is not fat harusnya I'm not fat
- FW4-6 >Worry harusnya worried
- FW4-7 >...body ...harusnya weight
- FW4-8 >Is when..harusnya 'since'
- FW4-9 >Shuch harusnya 'such'
- FW4-10 >Get harusnya 'got'
- FW4-11 >And harusnya 'sometime'
- FW4-13 >So that I can buy it harusnya 'to buy it'
- FW4-14 >...go...ganti 'become'

R#3's draft-1 writing got peers' feedbacks as written below. There were twenty five of 87 feedbacks (28.7%) that dealt with substitution.

- FW2-2 >Ussually harusnya 'usually'
- FW2-3 >spend for ...jadi spend my time
- FW2-4 >Beautiful harusnya 'beautifuly'
- FW2-6 >It ganti 'there'
- FW2-7 >Thet harusnya 'that'
- FW2-8 >And also jadi 'and it also'
- FW3-2 >Bikin jadi past tense
- FW3-3 >get ashamed harusnya got ashamed
- FW3-4 >asked me harusnya advised me
- FW3-5 >to that fitness harusnya the fitness
- FW3-6 >we always harusnya I always
- FW3-7 >like not harusnya for instance not

- FW3-8 >to eat harusnya eating
- FW3-9 >etc jangan dipakai
- FW3-11 >I never knew harusnya I didn't realize
- FW3-12 >think harusnya thought
- FW3-13 >wear the harusnya wore
- FW3-14 >say that harusnya said that
- FW3-15 >I go to harusnya I went
- FW3-16 >try to, harusnya are going to..
- FW3-17 >Grammar mistake different between present and past
- FW4-9 >There are several....ganti uncontrolled emotion
- FW4-11 >the harusnya have
- FW4-12 >don't care of.....ganti uncontrolled emotion
- FW4-18 >of ganti on

R#4's draft-1 writing got peers' feedbacks as written below. There were twenty four of 80 feedbacks (30.0%) that dealt with substitution.

- FW1-1 >To night seharusnya last night
- FW1-9 >Happen with jadi Happen to
- FW1-12 >Should I write jadi I should write
- FW1-14 >Walk jadi Goes
- FW1-15 >How poor am I jadi How poor I am
- FW2-5 >Capacity ganti dgn capability
- FW3-1 >Is harusnya 'has'
- FW3-3 >Understanding ganti 'understandable' adj. Cocoknya
- FW3-4 >Looked ganti 'looks'
- FW3-5 >Views ganti 'sees'
- FW3-6 >Isn't ganti 'aren't'
- FW3-7 >Have been ganti 'had' krn present perfect, Have+V3
- FW3-8 >Parent's say ganti 'parent's words'
- FW3-9 >Word choice perhatiin
- FW4-1 >Give harusnya 'born'
- FW4-2 >Become ganti 'to be'
- FW4-3 >Successes harusnya 'successful'
- FW4-4 >They don't ganti 'without'
- FW4-5 >To ganti 'on'
- FW4-7 >To be jadi 'succeeded to be'
- FW4-8 >So it also jadi 'will be'
- FW4-9 >Parent's ganti 'they'
- FW4-10 >Change jadi 'chance'
- FW4-12 >To parent's jadi'
- FW4-14 >Think harusnya 'things'

R#5's draft-1 writing got peers' feedbacks as written below. There were sixteen of 47 feedbacks (34.0%) that dealt with substitution.

- FW1-1 >Want harusnya wanted
- FW1-2 >Found harusnya find
- FW1-3 >To ganti for
- FW1-4 >Maker harusnya makers
- FW1-5 >Oldest harusnya eldest
- FW1-6 >Because ganti As far as I know
- FW2-2 >Every ganti some
- FW2-4 >Thought harusnya think
- FW3-4 >Drunkard harusnya 'drunker'
- FW3-7 >Is ganti 'are'
- FW4-2 >Sunshine harusnya 'sunrise'
- FW4-3 >Our good..ini maksudnya apa? Maksudnya 'God bukan?'
- FW4-5 >Can harusnya 'will'
- FW4-6 >Can't harusnya 'won't'
- FW4-8 >Afternoon harusnya 'evening'
- FW4-11 >With call harusnya 'by calling'

R#6's draft-1 writing got peers' feedbacks as written below. There were seventeen of 78 feedbacks (21.8%) that dealt with substitution.

- FW3-5 >is ganti will be
- FW3-6 >if ganti that
- FW3-7 >cc dirubah jadi class
- FW3-10 >were harusnya are
- FW3-11 >stills harusnya is still
- FW3-12 >would harusnya will
- FW3-13 >have harusnya has
- FW3-14 >the ganti to
- FW4-4 >the ganti 'a' yang artinya seorang
- FW4-5 >But nggak boleh ada diawal kalimat, lebih baik dihapus atau diganti kata lain
- FW4-10 >the ganti his
- FW4-13 >move diganti removal aja, maksudnya perpindahan tapi pindahnya Vale...
- FW4-14 >provide harusnya provided
- FW4-15 >became harusnya become
- FW4-17 >win harusnya winning, in vale winning, itu bisa tapi kalimatnya disini a vale win jadi tidak pakai -ing
- FW4-19 >trulli harusnya Trulli, nama orang pakai huruf kapital
- FW4-20 >vale, nama orang pakai huruf capital

Draft-2

R#1's draft-3 writing got peers' feedbacks as written below. There were six of 43 feedbacks (14.0%) that dealt with substitution.

- FW1-4 >them are themselves - influence?
- FW 1-6>Has seharusnya had
- FW 2-3>which better: `people can also talk' or `people also can talk'
- FW 4-2>Eat some ...apa Silent storm
- FW 4-3>Tulis "eat some /Silent storm" biar jelas, gua bingung ama pronoun nya buat siapa?
- FW 4-4>Anything...(It better Placed "everything")

R#2's draft-2 writing got peers' feedbacks as written below. There were eleven of 46 feedbacks (23.9%) that dealt with substitution.

- FW2-1 >Nothing harusnya No
- FW2-2 >Save harusnya keep
- FW3-3 >Shy harusnya 'shame to my self'
- FW3-4 >always requested harusnya 'use to asked'
- FW3-5 >Her for harusnyaa for her atau about
- FW3-6 >Finaly harusnya finally
- FW3-7 >Approached me harusnya appear from inside the room and came to me
- FW3-8 >Street side harusnya side walk
- FW3-9 >Back to my house harusnya back home
- FW4-1 >Free ganti 'leisure'
- FW4-2 >Do ganti 'does'

R#3's draft-2 writing got peers' feedbacks as written below. There were eleven of 52 feedbacks (21.2%) that dealt with substitution.

- FW2-5 >To ganti 'In'
- FW2-9 >I always ...ganti 'they usually'
- FW2-10 >I ganti 'they'
- FW2-11 >Me ganti 'them'
- FW2-12 >People ganti 'they'
- FW3-3 >I do harusnya I have done
- FW3-4 >now I look so stylist harusnya I look so stylist now
- FW3-5 >For now...(necessary in front of sentences)
- FW3-6 >bad glass harusnya bad glasses
- FW3-7 >But.....(necessary in front of sentences)
- FW3-9 >hate ness harusnya hateness (digabung)

R#4's draft-2 writing got peers' feedbacks as written below. There were twelve of 62 feedbacks (19.4%) that dealt with substitution.

- FW2-2 >I Have diganti Has
- FW2-7 >Thief harusnya Thieves
- FW3-2 >Left ganti 'leaves'
- FW3-3 >I tell ganti 'have told'
- FW3-7 >To long harusnya 'too long'
- FW3-8 >Smoked harusnya 'smoking'
- FW3-9 >Weakness harusnya 'weaknesses'
- FW3-10 >Looked harusnya 'looks'
- FW3-11 >Forgotten harusnya -forgets'
- FW4-4 >To ganti 'can'
- FW4-8 >World harusnya 'word'
- FW4-11 >Don't accordance jadi 'which are not according'

R#5's draft-2 writing got peers' feedbacks as written below. There were twelve of 43 feedbacks (27.9%) that dealt with substitution.

- FW3-5 >Have ganti 'has'
- FW3-6 >Didn't ganti 'don't'
- FW3-7 >Fell ganti 'fall'
- FW3-8 >Announcer ganti 'announcement'
- FW3-10 >Flying ganti 'flight'
- FW3-11 >Of ganti 'on'
- FW3-12 >Loose harusnya 'lose'
- FW3-13 >Well harusnya 'better'
- FW3-15 >To be in.....jadi for their own good/safety
- FW4-2 >god.... capital letter
- FW4-3 >Wrong doing ...(sins)
- FW4-4 >To the harusnya 'for'

R#6's draft-2 writing got peers' feedbacks as written below. There were two of 46 feedbacks (4.3%) that dealt with substitution.

- FW3-4 >cc harusnya class
- FW4-5 >him his maksudnya his kali ya?

Draft-3

R#1's draft-3 writing got peers' feedbacks as written below. There were two of 35

feedbacks (5.7%) that dealt with substitution.

- FW 1-8>he seharusnya they
- FW 2-2>Rare seharusnya seldom

R#2's draft-3 writing got peers' feedbacks as written below. There were fourteen of 64 feedbacks (21.9%) that dealt with substitution.

- FW1-5 >different with., "different" udah dari sananya pasangannya "from"
- FW1-8 >the theater seharusnya cinema
- FW1-9 >like seharusnya with
- FW1-10 >sents pulse seharusnya sends credits
- FW2-4 >The ways how ...hapus, ganti There are many ways to be a good friend
- FW2-5 >They seharusnya them
- FW2-6 >Life seharusnya lives
- FW2-7 >You cheer their days up (better)
- FW2-8 >Their seharusnya they
- FW2-9 >Anything seharusnya everything
- FW3-2 >Shouted loudly to call my sister seharusnya called my sister loudly
- FW3-3 >Did seharusnya to do
- FW4-3 >Etc sebaiknya diganti so on
- FW4-6 >Bought ganti 'had'

R#3's draft-3 writing got peers' feedbacks as written below. There were nine of 47 feedbacks (19.1%) that dealt with substitution.

- FW1-1 >types ganti 'good characteristics'
- FW1-2 >In looking ganti 'performance'
- FW1-3 >Done ganti 'does'
- FW1-4 >Whenever ganti 'where'
- FW2-1 >To ganti 'In'
- FW2-2 >I always seharusnya 'they usually'
- FW2-3 >I ganti 'they=
- FW2-4 >Sometimes people ganti 'they usually
- FW4-7 >on to the outside ganti in every where

R#4's draft-3 writing got peers' feedbacks as written below. There were five of 36 feedbacks (13.9%) that dealt with substitution.

FW2-3 >Let's being a good citizen for our country, Indonesia
FW3-7 >Attractive harusnya 'attract'
FW3-8 >Has harusnya 'to have'
FW4-3 >They ganti 'children'
FW4-4 >Role seharusnya 'rule'

R#5's draft-3 writing got peers' feedbacks as written below. There were nine of 35 feedbacks (25.7%) that dealt with substitution.

FW2-1 >With ganti 'to'
FW3-2 > Doesn't harusnya don't
FW3-3 >Is harusnya 'are'
FW3-4 >Because ganti 'and'
FW3-5 >without electricity.... ganti 'sometimes the train are crossing without electricity n announcement'
FW3-9 >Ur sentence agreement, (have - >has)
FW4-6 >Have => has
FW4-9 >Speaking harusnya 'words'
FW4-10 >That ganti 'the'

R#6's draft-3 writing got peers' feedbacks as written below. There were eight of 64 feedbacks (12.5%) that dealt with substitution.

FW2-4 >Ga usah pakai tanda petik, ko seneng amat sih pakai tanda petik...?
FW2-6 >Just pray to the god-gak ada subyek
FW3-1 >Judulnya dah bener nggak ada titiknya
FW3-5 >it has....it hapus aja
FW3-6 >a title jadi a title as
FW3-7 >it was harusnya he was
FW3-9 >are 500 harusnya are in 500
FW3-10 >Nevertheless ganti but

In general, the categorization of the peers' feedbacks could be found in each draft writings: draft-1, draft-2, and draft-3. The feedbacks were almost the same.

2. Students' interview toward peer feedbacks

The data presented here are taken from the interviews with six respondents. The data are drawn from the process of giving feedbacks to others'

writings. The interview was guided by guiding questions to know the students' ideas of peer feedbacks. Below is the elaboration of the students' points of view toward peer feedbacks.

a. The feedbacks had high contribution toward the process of writing

R#1 and R#5 mentioned that feedbacks could be beneficial in writing for useful critics and they could know which part of writing was wrong. R#2 and R#3 said that the feedbacks could add knowledge in writing. R#4 explained that the feedbacks could give motivation in writing. R#6 told that the feedbacks could be used to make better writing in the future. The followings were the excerpts of the interview of the question to how far the contribution of feedbacks toward writing was.

R#1: E... *banyak sih pak*, jadi buat, buat *kritikan yang membangun* juga
R#2: ..Ehm...pokoknya komentarnya itu jadi bikin apa ya...? *bikin lebih...lebih terbekal untuk nulis* deh pak...

R#3: ...saya belajar lebih banyak lagi, *jadi pengetahuan saya jadi banyak bertambah...*

R#4: O...kontribusinya, o..kalau misalkan, kalau tulisan saya banyak yang salah tuh pak, banyaknya tuh merahnya, kayak ceritanya, kayak gini, terus kan banyak salahnya jadi *termotivasi untuk bikin yang lebih bagus lagi* pak,

R#5: *Banyak banget*, untuk kemampuan menulis terutama, kalau misalnya, terutama saat di cek sama anak-anak, itu biasa tahu kesalahannya ada dimana, terus ditulis lagi dan bisa tahu kesalahan tulisannya

R#6: Ya, kalau kayak gitu kan *jadinya bisa ngebenerin...*

b. The feedback could develop the students' writing if the feedbacks were honest and critical.

R#1, R#2, R#3, R#4, R#5, and R#6 referred to the feedbacks which could develop their writing if the feedbacks given were honest and critical. The feedbacks should be short, clear and to the point. The followings were the excerpts of the interview of the question to what kind of feedbacks which could develop writing.

R#1: E...ya, apa ya, e...nggak ngasih *feedback yang bagus-bagus* aja, cuma, *yang jelek-jelek juga*

R#2: *Ya... kayak misal ini bagi saya terlalu Indonesia banget kalimatnya, itu kalimatnya, kalimat itu Indonesia banget, jadi maksa otak, kayaknya gimana bikin kalimat yang nggak kayak Indonesia banget gitu,*

R#3: Dalam bahasa inggris, apa dalam umumnya, *yang jelas* sih, kan biasanya...

R#4: Ya... *pokoknya yang langsung to the point pak, nggak baik-baik lah, nggak dipuji-puji...*

R#5: *Yang puitis...* banyak *yang kritis* gitu deh

R#6: Ya, yang kayak gitu, yang kayak si Maya pak, *yang pedes-pedes gitu..*

c. Not all feedbacks could be applied to the students' writing.

R#1, R#2, R#3, R#4, R#5, and R#6 mentioned that not all feedbacks could be used in the writing. They chose which feedbacks were correct to their writings. They thought over before using feedbacks from peers. The followings were the excerpts of the interview of the question to whether the feedbacks could be applicable to the writing or not.

R#1: *Ada, ya iya, ada yang enggak*

R#2: *Ada yang pakai ada yang enggak*

R#3:Ya dipakai, maksudnya kan dulu udah saya bilang, maksudnya jadi lebih belajar lagi lah tentang kesalahan

r#: Dipakai semua tuh feedback?

R#3:*Ya enggak juga sih, yang masih saya bisa mau*, ya udah saya pelajari, ya udah, jadi gitu aja

R#4:*Ya dipakai* pak, kalau misalnya salah gitu kan dibenerin ama teman-teman, terus ditanya kenapa kayak gini, terus e...biasanya yang....,anak-anak ngejelasin kalau ini tuh harusnya kayak gini

R#5:*Pakai, tapi ada yang disaring juga*, kalau maksudnya bertentangan dengan kita...

R#6:Iya, jadinya yang misalnya ini, ini nih grammarnya, kalau misalnya, kan nanti kan saya nanya nih, emang kenapa gitu kan? Kalau misalnya emang saya yang salah, gede lah masalah lah, tapi kalau misalnya saya merasa bener, saya ngebela, ini bener, maksud saya gini nulisnya gini, gini gitu, kayak waktu itu, Italian rider, kan Italian doang, saya bilang, trus kata Betha salah, harusnya pakai Rider, terus saya bilang, enggak maksudnya bukan pembalap Itali, tapi maksudnya orang Italia gitu, jadi kan sayakan tidak selamanya OK gitu loh, *jadi di pikirin dulu*

d. Most of the students never got peer feedbacks before joining the writing 3 class.

R#1, R#2, R#3, R#4, R#5, and R#6 admitted that they never got feedbacks from peers. R#5 said that R#% only got feedbacks from teacher in previous Writing subject. The followings were the excerpts of the interview of the question to whether the students ever got such feedbacks before.

R#1:*Belum*

R#2:*Belum pernah...*

R#3: *Nggak pernah*

R#4:*Belum pernah* pak

R#5:*Ada sih, e...waktu writing 2* apa writing 3 gitu, kan setiap kali bikin karangan itu ada kalimat salah, *terus dibetulin sama dosennya...*

R#6:*Belum...*

- e. **The students' thought of peers' feedbacks in their writings were important, helpful, and good.**

R#1 said that the feedbacks were not bad. R#2 admitted that the feedbacks were important. R#3 thought that the feedbacks were very helpful. R#4 told that the feedbacks sometimes made up set. R#5 said that sometimes the feedbacks were good and sometimes the feedbacks were bad. R#6 mentioned that the feedbacks were good. The followings were the excerpts of the interview of the question to what the students thought of the feedbacks they got.

R#1:*Lumayan...*

R#2:Kalau menurut saya sih *penting* gitu ya pak

R#3: Ya *ngabantu banget*, apalagi jadi tau kesalahan kita

R#4:Ya *kadang-kadang suka kesel* sih kalau salah

R#5:*Ada yang bagus ada yang enggak*

R#6:Maksudnya, *baik, bagus* gitu

- f. **The activities done by students after getting peer feedbacks were to read the feedbacks, to correct the writing, and to think over the feedbacks whether they were used or not.**

R#1 and R#4 said that the feedbacks were read and the writing was corrected. R#2, R#3, R#5, and R#6 considered the feedbacks whether they could be used or not. The followings were the excerpts of the interview of the question to what the students did after getting the feedbacks.

R#1:Ya *dibaca, di betulin*

R#2: Dari saya sih *dilihat lagi, ini di pakai apa nggak*, kalau maksudnya, misalnya dibaca kayaknya nggak, kayaknya tetep aja yakin punya sendiri jadi masa bodoh amat orang mau ngomong apa

R#3: *Ya dibenerin lagi, tapi saya nggak langsung ngambil semuanya dari dia, kamu salah ini salah, nggak langsung dibenerin, saya lihat lagi* dari buku, ini bener berarti ini kesini lagi, sama yang lain, ini bener mana, beneran mana argumennya, saya jadi nggak langsung plek harus kayak gini

R#4: Biasanya kalau udah mendapat feedback itu, *memperbaiki tulisan yang kemarin pak, kalau misalkan kemarin tulisannya lebih banyak salah*, ya udah untuk bikin tulisan yang lebih bagus lagi, terus mengurangi kesalahannya itu pak, kayak misalkan kemarin banyak bikin kesalahan banyak, terus ya berusaha deh, kalau misalnya kok ini salah ini, berarti nyari lagi gitu, jadi seharusnya kayak gimana

R#5: *Dibaca*

r#: Dibaca?

R#5: *Ditanyain lagi*, lho kok ini disalahin?

r#: Terus apa lagi kira-kira? Tanya, baca, terus baca, tanya, konfirmasi gitu ya?

R#5: Terus....ya....

r#: Alasannya kenapa tadi, kenapa kok ditanyakan

R#5: Kadang-kadang kan dia salahin, yang enggak sesuai dengan pemikiran kita, pengennya begini, terus tapi juga bukan harus kayak gini

r#: Lebih sering lagi contohnya dalam hal apa? Kira-kira yang pernah anda alami?

R#5: Kayak misalnya tensis have been gitu, kita tuh pengennya cuma sudah, tapi mereka pengennya yang karena lampau banget, jadinya pakai have been, nggak pakai past tense gitu

r#: Kalau anda mengalami hal ini gimana?

R#5: Ya kalau yang ngasihnya kayak Betha, tapi udah paling bener, tapi kalau di bawah kita, di tanyain lagi sama yang lebih pintar dari dia, bener nggak kayak gini

r#: Terus kalau masih bingung lagi, masih mentok, buka buku nggak kira-kira?

R#5: Seringnya nanya dosen

r#: Nanya dosen, kemudian?

R#5: Kalau udah mentok banget baru lihat buku

R#6: Koreksi, *saya koreksi*, kadang-kadang saat itu juga, jadi walaupun dia belum selesai, baru buka halaman tuh, entar ada tulisan, ini kenapa gini? Saya tanya harusnya kayak gini, terus saya harus minta

penjelasan kenapa bisa harus kayak gitu? Saya nggak mau kalau nggak ada penjelasan walaupun biasanya belum selesai, walaupun kadang-kadang bercanda-canda terus aja alasan saya kayak gitu.

g. The students liked peer feedbacks because the feedbacks could give input for the next draft, add horizon and develop the writing.

R#1 and R#3 liked the feedbacks because they could be used for input in the next draft. R#2 liked the feedbacks because they were the comments talked about unimportant things. R#4 and R#6 liked the feedbacks because they could add horizon and develop their writing. R#5 liked the feedbacks because R#5 could write anything in peers' writing. The followings were the excerpts of the interview of the question to whether the students liked the feedbacks they got and what the reason was.

R#1:**Suka**

r#: Suka, kenapa sih sukanya, di, kenapa suka, gitu

R#1:**Buat masukan**

r#: Masukan?

R#1:Ya

r#: Terus?

R#1:Buat peningkatan menulis

R#2:**Suka....lucu**

r#: Lucu? Siapa dan dalam apa lucunya?

R#2:Sebenarnya sih **komentar kadang suka nggak penting**, kalau misal udah draft kan kadang udah suka salahnya cuman sedikit, kata-katanya bagus, udah ada steplesnya, bagus udah ada nomer halamannya, ini nih udah lengkap namanya, spasinya udah dua gitu, kayak gitu-gitu doang, paling ehm....biasa jadi lucu gitu

R#3:**Ya..iyalah**, maksudnya jadi **nambah wawasan** juga, terus **nambah tulisan** juga, biasanya dari saya cuman dapat dua lembar, makanya dia ngasih masukan, ngetik jadi tiga lembar

R#4:**Suka**

r#: Mengapa?

R#4:Soalnya kalau, kan dengan diberikannya feedback kayak misalnya **komentar pedes-pedes** ya emang bener-bener mereka nggak takut

ngasih komentar, walaupun kita, komentar agak-agak nggak ngenakin gitu kan, o...ini gimana sih ngaco banget, ngarang, Maya asal banget, gitu-gitu pak

r#: Ada nggak kata-kata yang mengenakan anda itu?

R#4:Enggak pak

r#: Jarang, tapi ada?

R#4:**Ada sih, paling, bagus udah disteple**s, kayak gitu-gitu doang pak, nggak ngelihat seneng tulisannya, kadang-kadang Indri bilang gini, tulisannya yang kemarin kayaknya lebih bagus deh dari pada yang ini, ini mah nggak keren gitu lho, o...iya harus bikin yang lebih keren lagi gitu, isinya kurang menarik lah, belum pernah....

r#:Belum ada yang bagus, suka yang pedes-pedes apa yang....?

R#4:Ada yang bagus, cuma yang bagus dikit-dikit pak

R#5:**Ya** kalau misalnya waktu pengetikan, kan kita menumpahkan segala isi yang ada tanpa memikirkan tensis, asal ngetik, asal jadi, di print jadi, terus di bawa ke kampus, tinggal di kolaborasi

r#: Ngerjain temennya?

R#5:Biar mereka kerja

R#6:**Suka**....suka

r#: Mengapa? Karena apa?

R#6:Ya itu kan tadi, yang tadi, jadi **bisa meng explore** lagi gitu, feedback, jadinya bisa mengkoreksi diri sendiri juga gitu, gimana salahnya gitu, temen yang salah apa kita yang salah, kayak gitu

r#: Malah bisa jadi saling.....

R#6:He..eh, walaupun kadang kala kalau lagi banyak sih, kan kadang-kadang debat gitu, waktu itu kesel-keselan tapi nanti, udah gitu baik lagi, gitu, kalau emang salah mau diapain lagi, kan gitu

r#: Ya gitulah....

R#6:Iya, kan biar bagus juga kan tulisannya kan pak?

h. Less difficulty found by students in writing after getting peer feedback

R#1 and R#6 did not find difficulty in writing for next writing. R#2, R#3, R#4 felt confused in correcting the writing after getting feedbacks. If R#5 felt confused, R#5 asked directly to whom the feedbacks gave. The followings were the excerpts of the interview of the question to whether the students found difficulties after getting the feedbacks.

R#1:**Nggak**

R#2: Yang ngebenerin itu, untuk mengoreksi tulisan-tulisannya itu, jadinya kalau misalnya di ganti sama kalimat sebelumnya nyambung nggak ya? Sama setidaknya nyambung nggak ya? Berarti kalau memang misalnya udah dirubah nyambung gitu ya udah, aduh **bingung mengerjakan seperti itu** ternyata puyeng

R#3: Kesulitan banyak, **kadang-kadang begini, kata dia kok ini ama ini jadi salah sih, tapi kayaknya ini ama ini bener, jadi gimana ya kadang-kadang suka bingung, ini yang bener yang mana ya**, jadi kadang suka nanya ama dosen lain, bapak, ini yang bener kalimatnya mana sih, bener yang punya saya apa punya temen-temen

r#: Jadi kesulitan dalam apa tadi?

R#3: Kayak nyambungin kalimat, misalkan, kadang-kadang saya, kalimat ini jadi langsung, kalimat ini kan jauh kan, jadi kalimat ini, kan ada penyambungannya

R#4: **Kadang-kadang**, kalau misalkan di kolaborasi gitu kan udah dikasih **feedbacknya gitu-gitu**, terus masih pada-pada nggak ngerti kan pak, misalnya kita diterangin sekali nggak ngerti juga, gitu, eh besok saya tulis lagi, gitu, soalnya saya nggak ngerti, diterangin, baru besok minta penjelasan lagi pak, Nda ini gimana, kok bisa kayak gini sih, memang saya nggak ngerti, bukannya ini kayak gini, gini lho pak, misalkan

R#5: **Kalau yang kecil-kecil** kan tinggal di benerin

r#: Itu kan ada feedback yang malah menyesatkan gitu, ya?

R#5: Kan ada kolaborasi, kan **ditanyakan langsung**

r#: Langsung ya?

R#5: Jadi nggak menyesatkan

R#6: **Enggak**, enggak itu kok, kalau ada baik-baiknya malah tambah gampang deh ininya, o...ini begini, o...ini begitu, juga gitu...

r#: Jadi tidak mengalami kesulitan dalam mendapat kan feedback?

R#6: Iya, dia kan udah ngasih tau, ni kaya gini nih, kan masalahnya kalau di saya kan maboknya feedback nya gitu, jadinya udah ngerti, udah perkata...

i. The students' hope after getting peer feedbacks was that the writing could be better than before.

After getting feedbacks, R#1 considered the feedbacks were not good enough because the feedbacks praised the writer. R#2, R#3, R#4, and R#6 hoped that the next writing would be better. R#5 hoped the next writing could not be

found any feedbacks. The followings were the excerpts of the interview of the question to what kind of feedbacks the students' hope after getting feedbacks.

R#1: ***Yang bagus aja yang jelek juga***, gitu pak

r#: Maksudnya yang bagus-bagus apa, dalam hal apa itu?

R#1: Ya...apa ya, e...nggak tau pak, nggak ngerti

r#: Kadang, anda harapannya dengan feedback-feedback itu, kan mungkin selama ini, ah..feedback hanya seperti ini aja atau kurang tepat atau kurang jelas atau kurang apa, nah...harapan anda itu kan gimana?

R#1: Feedbacknya kurang ngebangun juga sih, soalnya kebanyakan yang bagus ja

r#: Yang bagus?

R#1: Ya, paling, yang, kalau yang e...bener-bener feedbacknya yang kesalahan-kesalahan, e...tensis, gitu-gitu

R#2: ***Tulisannya jadi lebih bagus***

r#: Lebih bagus, apalagi kira-kira, mungkin menambah apalagi?

R#2: Jadi apa ya, supaya pa ya, nyadari diri sendiri deh, supaya apa sih, koreksi orang, tulisan kita dibaca semua orang, jadi usahain bikin tulisan tuh yang sesempurna mungkin, semenarik mungkin, jadi orang tuh bacan tuh, oh..ini keren tulisannya gitu, jadi nggak malu-maluin, jadi misalnya kalau udah nulis, capek-capek nulis salah, kan yang ada kesel, tulisan kayak gini, nggak banget, yang ada malu-maluin diri sendiri gitu

R#3: ***Tulisan saya jadi bagus, nggak pusing lagi***

r#: Nggak pusing lagi, terus apa lagi?

R#3: Artinya kalau mau ngerjain eassay lagi nggak begitu susah amat

R#4: E...mengharapkan ***tulisannya bisa lebih bagus lagi, mengurangi kesalahan- kesalahan***, jadi nulisnya tuh, yang pertama minimal salahnya sedikitlah, salahnya

R#5: Harapannya, dalam ***draft berikutnya tidak ada lagi feedback***

r#: Nggak ada lagi feedback yang banyak kali ya?

R#5: Ya, nggak pengen

r#: Jadi tulisannya akan menjadi.....

R#5: Semakin banyak draft, semakin sedikit feedbacknya

R#6: Diharepin, ***tulisannya besok-besok lebih bagus lagi daripada yang kemarin, terus komentarnya, ya...jangan yang jelek-jelek, yang bagus-bagus***

j. **Less students had difficulty in writing after getting peer feedbacks**

After getting feedbacks, R#1, R#2, R#3, R#4, R#5, and R#6 did not find any difficulty in writing. They said the feedbacks gave them input in their writing. The followings were the excerpts of the interview of the question to whether the students felt difficult in writing after getting feedbacks in their writing.

R#1:*Nggak*

R#2:sekarang *agak mendingan* soalnya kan jadi lebih tau, dari komentar-komentarnya, dari mulai vocabnya gitu kan, mungkin vocabku salah, misalnya salah ketik, jadi nyari ini kamus yang benar yang kayak gimana ya, kayaknya ini, kayak benar nih, makanya aku salah gitu, nyambung nggak sih pak jawabannya

R#3:Kayak yang saya bilang ada kesulitan juga, ada nggaknya juga

r#: Contohnya? Yang kesulitannya?

R#3:Kesulitannya udah saya bilang, udah saya bilang, maksudnya, saya masih *bingung, ini yang benar siapa sih*, saya apa dia, gitu, yang kebalikannya saya jadi nambah wawasan, terus nambah-nambahin tulisannya juga, terus jadi, ya gitu deh....

R#4: *Eggak lagi* pak, kan udah banyak dikasih pendapat dari teman-teman, jadi tambah pengetahuan, bagaimana cara menulis yang baik itu gimana, gitu

R#5:*Nggak*

r#: Tidak, tidak ada ya? Jadi lancar?

R#5:Kan udah lebih baik

R#6: Dengan adanya feedback, *nggak terlalu sulit* sih pak, tadinya kan awalnya susah banget tuh, ya kayak misalnya suruh pertama kali nulis kan banyak banget yang nggak tahu, kayak argumentasi tuh kayak gimana, tahunya kan uma ya ini tulisannya kayak gini ngarang, terus nggak tahu thesis statement kayak gimana, tadinya nggak tahu sama sekali, terus pas udah dikasih tahu sama bapak, gini-gini, terus dilakukan kolaborasi, oh...ternyata ini kayak gini, jadi lebih banyak tahu, menurut saya kayak gitu pak

k. The students overcome the problems differently in their writing

R#1 read books about writing and tried to find examples. R#2 and R#5 asked peers to read the writing, even R#1 forced them to read. R#3 rechecked the

writing to find which one was correct. R#4 asked peers to explain how to write good writing. R#6 tried to look up the guidelines of writing. The followings were the excerpts of the interview of the question to how the students overcame the problems in writing.

R#1:**Lihat itu, buku-buku yang lain**, terus contoh-contoh, contoh-contoh bahan narasi gitu

R#2:**Nyuruh semua orang baca**, jadi semua orang baca, jadi suruh mengungkapkan kata-kata itu, jadi ngarepin, maksudnya suruh nanti tolong kasih komentar ya, kurangnya dimana gitu, jadi minus yang kemarin entar aku koreksi deh, jadi salahnya dimana, jadi ketahuan kayak gitu

r#: Setelah dapat feedback kemudian anda baca, kalau ada masih kesulitan lagi?

R#2: Itu diperiksa lagi, pokoknya sabaran dah, ya udah, ya ini ya gini, udah agak mendingan dari yang kemarin, paling nggak udah ada yang bilang bagus sekali aja, udah agak seneng gitu

R#3:**Biasanya sih cek lagi**, aduh nih nggak ngerti gimana-gimana, nggak samadia, terus saya nanya ama yang lain, nanya ama yang lain, nanya ama yang lain, cari yang paling baik yang menurut saya cocok kayak gini, ya udah...

R#4: Biasanya kalau kesulitan dalam menulis, **tanya** sama indah pak, **nulis yang baik gimana** gitu, sebelum menulis tulisan berikutnya kayak argumen, itu bentuknya gimana ya? Belum jelas, dari bapak belum jelas, Cuma jelasnya sepintas, kemudian nanya lagi, ini gimana, terus thesis statmentnya gimana, tulisan pertama, thesis statmentnya aja udah salah, jadi konsultasi ama temen-temen pak, cara nulisnya gitu, ini gimana, ini bener nggak, kalau salah ya dibenerin lagi, nulis lagi

R#5: Masalah apa?

r#: Katakanlah, anda dalam waktu menulis itu, menghadapi masalah?

R#5: O... I have idea

r#: Bisa jadi, bisa nanya-nanya waktu itu, **nanya-nanya temen** nggak?

R#5: Biasanya kan besok harus dikumpulin, jadi sekarang sudah harus nulis, kalau sudah nggak ada ide, ya **besok nggak bawa draft**

R#6:**Lihat panduan**, fotokopian dari bapak gitu, terus...

r#: Buku ya...?

R#6: Soalnya waktu writing 1 kan saya bener-bener kacau tuh, saya nggak dengerin apa kata-kata bapak gitu, apa yang bapak jelasin saya nggak

tau apa kata bapak kemarin nggak ngerti, jadi draft 1 aja dari bab lalu aja udah salah, belum-belum salah, pokoknya salah terus pak, gimana sih, susah, terus lihat contoh kan, contoh, terus nanti ada organisasinya, jadi tuh harus kaya gini, harus ada ininya, introductory, thesis statement nya, gini, begini, jadi saya lihat contoh juga, yang benarnya kaya gimana gitu, terus saya baca lagi, kaya gitu

I. The students recalled to the mistakes in their writing in relation to written feedbacks

R#1 recalled the mistakes through feedbacks, i.e. grammar and vocabulary. R#2 recalled sentence, body, and tenses. R#3 recalled grammar, sentence, coherent, and vocabulary. R#4 recalled 'never put the word and in front of the sentence'. Sometimes, R#5 forgot the feedbacks. R#6 recalled grammar, tenses, vocabulary, general statement, and plural. The followings were the excerpts of the interview of the question to whether the students recalled the mistakes made in their writing through written feedbacks.

R#1:**Ya**

r#: Contohnya dalam bidang apa saja, yang anda ingat itu, dalam bidang apa saja?

R#1:E...**grammar**

r#: Grammar saja, selainnya, selain itu?

R#1:Itu....**vocab**, vocabulary

R#2:**Ya**, tapi kadang suka nanya juga sih, kalau misalnya kan suka ada tulisan, ini salahnya kayak gitu, jadi nanya ini seharusnya kayak gimana ya, jadikan dijabarin gitu, jadi awalnya dari tulisan, terus jadi diomongin yang panjang gitu, ini contohnya kayak gitu, kayak gini, kayak gini seharusnya, kalau **body** kalimatnya yang kayak gimana, oh...ya kayak gini, gitu, jadi....

r#: Jadi anda inget ya, berarti, ya....

R#2:He...eh, kan kadang suka dibawah coretan suka ditambahin coba dong dilihat lagi apa sih **tensis**nya, jadi oh...ya kalau tensis kayak gitu, harus bener nih....

r#: Jadi anda inget gitu ya, inget masalah yang di komentari?

R#2:Ya

R#3: Itu ya juga, tapi kayaknya lebih diskus, kolaborasi lebih menyenangkan, coba misalnya kalau cuma baca doang, baca gini, udah lupa, kalau bisa ngomong kan, ini kamu salah, ini, ini soalnya gini, gini, sambil ngobrol kayaknya itu lebih enak, lebih santai dan lebih inget

r#: Kira-kira kesalahan apa yang anda ingat dari teman-teman?

R#3: Apa ya?

r#: Mungkin dari segi tensis, grammar

R#3: Ya, **tensis grammar** terus yang **coherent kalimat** gitu, terus misalnya **judul**, kok judulnya kayak gini sih, kayaknya kurang menarik deh, coba dicari **kata-kata** yang lebih menarik lagi

R#4: Iya pak, **inget**

r#: Inget ya? Contohnya apa yang anda inget itu?

R#4: Inget sih inget, misalnya nggak usah pakai desi, desinya dihapus terus, **kata and tidak boleh didepan**, jadi sebaiknya dihapus, banyak pak

r#: Banyak ya?

R#4: Ya, masalahnya banyak

R#5: Kadang-kadang

r#: Kadang-kadang?

R#5: Tapi kadang-kadang masih lupa

r#: Dalam hal apa saja yang anda ingat?

R#5: Kebanyakan anak-anak ngoreksinya yang bentuk **plural**, terus **tensis-tensis**, kayak gitu-gitu, tapi di tulisan berikutnya kadang-kadang ada yang kelupaan, padahal udah pernah di koreksi

r#: Ngerjain deui....? Ok ini terakhir ya, jadi anda bisa mengingat kesalahan-kesalahan yang anda lakukan pada saat anda menulis, setelah mendapat feedback itu, jadi inget gitu?

R#5: Ya sebagian besar

R#6: Nggak juga kok pak, kadang lupa, kalau **plural** singular 's' nya pakai apalagi kadang-kadang masih lupa, mungkin gara-gara kesalahan tangan pak, ketik pak, tapi kadang-kadang cuma itunya doang sih

r#: Tapi jadi inget kan?

R#6: Tapi jadi inget, kayak misal pakai **V3** pakai 's' gitu berarti V3 itu singular, tapi udah inget

r#: Dalam **grammar** itu dalam apa lagi yang anda ingat itu, **vocabulary**nya, mungkin nanti dari masalah vocab nya?

R#6: Ya...soalnya si Betha itu vocabnya susah-susah banget, jadinya seenggak-enggaknya mau nggak mau buka kamus, jadi nambahin, apa sih...artinya jadi pengen tau gitu pak, tapi kebanyakan sih paling grammar ama vocab, kebanyakan masalahnya

r#: Masalah organisasinya?

R#6: Maksudnya?

r#: Kan dalam essay itu kan ada introduction, ada general statmentnya, ada thesis statmentnya, ada body, ada conclutionnya, itu inget nggak jadinya?

R#6:Inget pak, itu selalu, itu udah di luar kepala pak, bagian *general statment*nya itu sudah pasti, udah pasti, dari yang tadi saya bilang writing 1, saya draft 1, draft 2 kan acak-acakan, jadi saya lihat contoh, saya tuh kalau nggak jadiin sekali, langsung inget gitu, apalagi kalau mikir, gitu....

m. The students did different activity after finding problem in their writings.

R#1 did not find difficulty any more in writing, so R#1 did not anything. R#2 recorrected the writing. R#3, R#4, and R#5 tried to find inspiration and stopped writing first and read books. R#6 tried to find vocabulary. The followings were the excerpts of the interview of the question to what the students did after finding difficulty in writing.

R#1:Kayaknya *saya tidak mengalami kesulitan dalam menulis*

r#: Jadi anda tidak mengalami kesulitan ya?

R#1:Ya

R#2:Sama ama tulisan

r#: Apa kira-kira?

R#2:Kesulitan?

r#: Mungkin dalam menulis pernah, mungkin ini nulis sedikit banget, gimana ini, gitu, apa yang anda kerjakan?

R#2:*Ngoreksi aja paling*, itu juga writing 3 harus ngoreksi lagi

r#: Koreksi lagi ya?

R#2:Ya, mau nggak mau, karena tulisan kita mau dibaca orang itu kan, jadi harus kayaknya, bikin cerita kayak hubungan isi buku cerita novel dalam bahasa Indonesia pun kayak gitu kan, harus sempurna gitu kan, itu juga misalnya bikin rusak pun mau nggak mau harus baca lagi, ampe baca bekal-kali gitu kadang, ini maksudnya apa ya, aku sendiri suka kadang nulis ini kok jadi gini, pan yang diomongin kan nggak kayak gitu, jadi kadang dirubah lagi, diganti lagi, biar ini, oo..ini dia nih, maksudnya nih mau diomongin gitu lho pak

R#3:Kalau pas menghadapi kesusahan, ya *jangan dipaksain, jadi kita cari inspirasi dulu, apa santai dulu*, kayak gitu-gitu...

R#4: Cari inspirasi pak

r#: Cari inspirasi, terus kemudian?

R#4: Ya kadang-kadang *buka buku* SMA pak

R#5: *Nyari referensi* sih biasanya

r#: Nyari referensi?

R#5: Kalau kita nulis kan udah nentuin tema, jadi kalau kita belum ketemu idenya, ya nyari bacaan-bacaan yang berhubungan sama itu, baca EDAN juga

r#: Baca EDAN juga?

R#5: Kan banyak contoh-contoh tulisan, jadi apa sih eksposisi, gimana, jadi ada pengembangan ide-ide, jadi bisa baru bisa nulis

R#6: Apa pak? Saya bilang genting nih pak, aduh bapak kok malah ketwa sih...saya bilang lagi genting nih, aduh start nih, start nih, udah free writingnya selalu dikit nih, berarti kan harus ngembangin banyak, kalau free writingnya saya selalu dikit, jadi ngembanginnya banyak kan susah, tu ya, *nyari kata baru* apa gimana, tu kalimat baru, kalau lagi start, makan dulu, makan, ngapain gitu, makan tapi otaknya jalan, baru ketik lagi, dapat lagi gitu pak....

3. Students' journal reflection toward the process of teaching and learning

writing

The data presented here are taken from the reflection journals taken from six respondents. The data are drawn from the process of teaching and learning writing during semester. The reflection journals was to know the students' experience the process of writing in general. Below is the elaboration of the students' opinion toward the teaching and learning writing.

a. The students were critical in judging the technique used by the writing lecturers. They compared between the privous experiences with present ones in the process of writing.

It was found in (R#1-RJ-1), (R#2-RJ-1), (R#4-RJ-1), (R#5-RJ-1), and (R#6-RJ-1), as follows:

If I compare to the previous level of writing, writing 1 and 2, writing 3 is totally different. In writing 1 and 2, Mrs. Siti Kamdani, my lecturer asked me to write anything in my mind. Sometimes, she gave a theme for her

students" writing. After I had done it, I collected and my lecturer checked my writing. But In writing 3, Mr. Siswana, my lecturer asks me to write a good essay with collaborative writing. I should make an essay, but there are some steps should be followed. First, I have to do the free writing. Second, I should make the first draft of my writing. Then, I should collaborate and change my writing with my friends back and forth. Finally, if I have written until the fourth draft I could have collected it to my lecturer. There are some differences between the previous level of writing with Mrs. Siti Kamdani and Mr. Siswana. Well, different lecturer so does the technique, right?

(R#1-RJ-1)

In my first writing I got many problems because my lecturer asked me to make an essay. ***I did not know the ways to make an essay, because my last lecturer did not explain about an essay.*** It was difficult enough for me and I did not know what I must do with my writing. In the first meeting, my lecture gave me the process of writing an essay. My lecturer asked me to make a freewriting. Freewriting was a illustration of the story that I told about, then I must develop my freewriting to an essay. Before I develop the freewriting to an essay, I must make an outline. The outlines were the main points and subpoints of title story that I want to tell about in my essay. The essay consists of thesis statement, body and conclusion. I thought that thesis statement was the difficult part, because I must write the important thing before I explained the story in the body of an essay. Sometimes I did a mistake in the thesis statement. After I made the essay, my lecturer asked me to collaborate the essay with my friends. I did it for four times to make the essay more better.

(R#2-RJ-1)

My first experience in writing English with Mr.Siswana was very confusing. ***Because he taught me was very different with my last lecture in writing one and two.*** He taught me to write EDAN with many steps. The steps were making a free writing, draft one, collaboration which consists of three person or more, and it repetition until draft four and until I get a good writing. The last step, I gave my writing to Mr.Siswana. The processes of writing like this were very helpfully for me because I could know which are wrong or right.

(R#4-RJ-1)

In my university, the writing subject has 4 levels, such as : writing 1, 2, 3 until 4. now, I study in fifth semester, so I take the third level in writing. I have taken my first and second writing with Mrs. Siti Kamdani. In writing 1 and 2, we learn about kinds of writing, tenses and the other forms of sentence. In every session, we usually do free writing to improve our writing ability. In writing 3, I study with Mr. Siswana. He taught us about how to make good essay. ***He has different way of writing than my last***

lecturer. Mr. Siswana makes some rule to us. He said that if you want to have good writing, you have to know the steps. The steps are we have to do free writing. In free writing we can write everything that we want to write without scratching and erasing. The next step is we have to make an outline to our free writing. The outline has to be printed. We make an outline to have a good essay because it can make us easier to make an essay. After we make an outline, we make an essay. The other word of our essay is draft. When we make our first draft we have to collaborate it with our friends. Our friend will correct our mistakes and make our essay better. In every collaborated, we have to make new draft. When we get the forth or fifth draft, we have to collect it to our lecturer. After that we have to make a new free writing and also do the steps. it will continue until we collect 5 essays. We have to collect our writing in different kind of writing. The kinds of writing are expositive, descriptive, argumentative and narrative. My lecturer usually called it "EDAN".

(R#5-RJ-1)

This writing 3 is very different from the previous writing (1 and 2). I get so many lessons from this writing 3. I did not know anything about the steps of writing, like free writing, draft 1, draft 2, draft 3, draft 4, or essay. Now, I am used to writing in those ways. I have to collaborate my writing with my friends in a group.

(R#6-RJ-1)

b. The students chose the topic of writing based on interest, experience, common idea, likeness, and familiarity.

It was found in (R#1-RJ-1), (R#1-RJ-2), (R#1-RJ-3), (R#1-RJ-4), (R#2-RJ-1), (R#2-RJ-2), (R#2-RJ-3), (R#2-RJ-4), (R#3-RJ-1), (R#3-RJ-3), (R#4-RJ-3), (R#4-RJ-4), (R#5-RJ-4), (R#6-RJ-1), (R#6-RJ-2), (R#6-RJ-3), and (R#6-RJ-4), as follows:

My first writing was telling about "The Fat Guy and Mr. Pelipur Lara". In my first writing, I was telling about my favorite announcers. I didn't find many difficulties in my first writing. Maybe, it was because *I wrote about my interest*. I also didn't find many difficulties in making a thesis statement. But, I find a new experience in making a good essay.

(R#1-RJ-1)

My second essay was telling about "How to Speak English. I gave my essay with a title as "Let's Speak English". I decided to write about it because *I saw many Indonesian have difficulties to speak English*

fluently. Apart from that reason, Dagi Hendrawan, my friend gave me a quote about language. He said. "The goal of learning a new language is how people are able to communicate the language itself." His quote is definitely right, isn't it?

(R#1-RJ-2)

This is my third reflection. My third writing was about "My Sad Moments". It was a narrative writing. This writing was telling about my sad moments that *happened to me lately. I wrote about my sadness which was dealing with losing someone*. There were two sad moments.

(R#1-RJ-3)

My fourth writing was argumentative. In my opinion, this was the most difficult writing that I had done.

I had to get an idea which could combine my opinion also other people. I chose an idea about "Drugs Addiction". *It was a very common idea in people societies nowadays*. Although it was very common topic but I should find some references from other books.

(R#1-RJ-4)

My first writing an essay was about my sister, so the title was My Lovely Sister. *The story told all about my sister*.

(R#2-RJ-1)

In my second essay, I wrote the expository type. The title was How To Be A Good Friend? In this essay, *I told the ways to be a good friend*.

(R#2-RJ-2)

In my third essay, I wrote the narrative type. The title was My Unforgettable Moment. *In this essay I told my unforgettable moment when I was a child*.

(R#2-RJ-3)

In my fourth essay, I wrote the argumentative type. The title was Sex Education. *In this essay I told the aims and the information of sex education*.

(R#2-RJ-4)

At first I was so embarrassed and didn't want to make this essay because most of this story was telling about myself. Then, I realized that I had to make this essay because I had some reasons why I had to write this one. In this case, why I choose my changing as my title because in this essay was not only told about my changing but also told about how important the performance will affect ourselves to our environment but not only the performance from our look but also from inside of us.

(R#3-RJ-1)

My title to my second essay was ""my great figure". I was pretty confused to describe it or to explain it but when I stared at *my dad I realized that he's the one and the only who can be my great figure.*

(R#3-RJ-3)

My experience in writes my third writing is enjoyable. Because I can explore my knowledge in writing English more. Now, I know how to make a good writing but I have problems. My third writing 'Indri Astuti Kristianingsih' have many mistakes. I make a lot of mistake. First, the title is too common and do not reflects the content of my writing. So I must change the title become 'My best friend'. I think it is the right tide of my third writing.

(R#4-RJ-3)

After that, I tried to make it and I decided to write about 'Good Parent'. I choose this topic because *I think it is easy to develop the topic* until three pages.

(R#4-RJ-4)

In that draft, I tell about the wisdom of ramadhan. At that time - after I have made my third draft - I don't know what should I am going to write. *After thinking for a long time and I thought that is ramadhan month.* So, I decided to write about ramadhan.

(R#5-RJ-4)

My first writing was about my everlasting idol, Valentino Rossi. I really enjoyed writing about him. So, I did not have any difficulties when I wrote it. My second writing was about how to enjoy my life. Of course, it was according to me, my way. I like it too, because I could share about it with my friends in a group of collaborating. My third writing was about 3 silly vampires, it was narrative. I have many narrative stories. So, I did not have problems when I wrote it.

(R#6-RJ-1)

The title was "How to enjoy My Life". At first, it was hard for me to find the topic. Because, I could not decide what topic I should write. I made two titles before. First, it was about "Internet" and second, it was about "My favorite things". Then, I changed all those titles. I tried to find another title and topic. I wanted my second and third writing better than my first writing.

(R#6-RJ-2)

My third writing was narrative type. It was about three silly vampires. Even though they were silly, but they were very fast. *This narrative type is*

based on my sister's story. She told me about this story. I like it, because I think it was very funny.

(R#6-RJ-3)

First thing first is the argumentative was very difficult for me. I could not do it easily. So, I asked my uncle-not real uncle-to help me did the assignment. He helped me a lot. *He asked me what the topic which I know well. Then, I answered that motogp was very interesting case for me.* I knew about motogp a lot. So, I thought I would not find any difficulties when I wrote about it.

(R#6-RJ-4)

c. The students wrote their essay through the process of writing.

It was found in (R#1-RJ-1), (R#2-RJ-1), (R#3-RJ-4), (R#4-RJ-1), (R#5-RJ-1), and (R#6-RJ-1), as written below.

But in writing 3, Mr. Siswana, my lecturer asks me to write a good essay with collaborative writing. I should make an essay, but *there are some steps should be followed. First, I have to do the free writing. Second, I should make the first draft of my writing. Then I should collaborate and change my writing with my friends back and forth. Finally, if I have written until the fourth draft I could have collected it to my lecturer.*

(R#1-RJ-1)

In the first meeting, my lecture gave me the process of writing an essay. My lecture asked me to make a freewriting. Freewriting was a illustration of the story that I told about, then I must develop my freewriting to an essay. Before I develop the freewriting to an essay, I must make an outline. The outlines were the main points and subpoints of title story that I want to tell about in my essay. The essay consists of thesis statement, body and conclusion. I thought that thesis statement was the difficult part, because I must write the important thing before I explained the story in the body of an essay. Sometimes I did a mistake in the thesis statement. After I made the essay, my lecturer asked me to collaborate the essay with my friends. I did it for four times to make the essay more better.

(R#2-RJ-1)

The first time that we have to do to make the right writing is to make the free writing. Secondly, we have to make the outline and the last we have to make the drafts and collaborate it with our friends.

(R#3-RJ-4)

The steps were making a free writing, draft one, collaboration which consists of three person or more, and it repetition until draft four and until I get a good writing.

(R#4-RJ-1)

The steps are we have to do free writing. In free writing we can write everything that we want to write without scratching and erasing. The next step is we have to make an outline to our free writing. The outline has to be printed. We make an outline to have a good essay because it can make us easier to make an essay. After we make an outline, we make an essay. The other word of our essay is draft. When we make our first draft we have to collaborate it with our friends. Our friend will correct our mistakes and make our essay better. In every collaborated, we have to make new draft. When we get the forth or fifth draft, we have to collect it to our lecturer.

(R#5-RJ-1)

I did not know anything about the steps of writing, *like free writing, draft 1, draft 2, draft 3, draft 4, or essay. Now, I am used to writing in those ways. I have to collaborate my writing with my friends in a group. A group contains at least 4 students.*

(R#6-RJ-1)

d. The students got new experience in writing; the first time, they got confused in the way how to write an essay.

It could be found in their reflection journals, i.e. (R#1-RJ-1), (R#1-RJ-4), (R#2-RJ-1), (R#3-RJ-4), (R#4-RJ-1), (R#4-RJ-3), (R#5-RJ-1), and (R#6-RJ-1), as follows.

Writing is one of language skills in English. This is the subject that has to be learnt by people as well as me. *Now, I'm learning how to write a good writing in English. I'm learning it in writing 3.*

(R#1-RJ-1)

But, I find a new experience in making a good essay. (R#1-RJ-1)

Well, *I got some experiences from this writing.* It ready needed a hell of effort and willingness, though. I was trying hard to write it up.

(R#1-RJ-4)

In my first writing I got many problems because my lecturer asked me to make an essay. I did not know the ways to make an essay, because my

last lecturer did not explain about an essay. It was difficult enough for me and I did not know what I must do with my writing. In the first meeting, my lecturer gave me the process of writing an essay.
(R#2-RJ-1)

I am in the 5th semester and now I'm taking the 3rd writing subject and who teach me for this subject is Mr. Siswana. *My reflection when the first time I took the 3rd writing subject with him was so confusing.* I didn't know what Mr. Siswana mean or wanted about his subject. I was so stress because I didn't know at all about what he means. He wanted me and my friends in the 5th semester to make the right writing. *I usually write the usual type of writing just like the free writing.*
(R#3-RJ-4)

Maybe *it's very confusing to learn how to make the right writing at first.*
(R#3-RJ-4)

My first experience in writing English with Mr.Siswana was very confusing. *Because he taught me was very different with my last lecture in writing one and two.*
(R#4-RJ-1)

This is my new experience in writing descriptive.
(R#4-RJ-3)

In writing 3, I study with Mr. Siswana. He taught us about how to make good essay. *He has different way of writing than my last lecturer.* Mr. Siswana makes some rule to us. He said that if you want to have good writing, you have to know the steps.
(R#5-RJ-1)

This writing 3 is very different from the previous writing (1 and 2). I get so many lessons from this writing 3. I did not know anything about the steps of writing, like free writing, draft 1, draft 2, draft 3, draft 4, or essay. Now, I am used to writing in those ways.
(R#6-RJ-1)

- e. **The students could develop their writing by help of peers in the process of writing.**

It was found in reflection journals: (R#2-RJ-2), (R#2-RJ-3), (R#2-RJ-4), (R#3-RJ-4), (R#4-RJ-1), and (R#5-RJ-1), as follows:

I thought that *I could make an essay better than my last essay*. Actually, in my freewriting I have not had an idea but finally I got the idea for my second essay. In this essay I have I not had problems about the thesis statement.

(R#2-RJ-2)

I thought that *I could make an essay better than my last essay*, but in fact I still did make a mistake. In this essay I have not had problems about the thesis statement.

(R#2-RJ-3)

I thought that *I could make an essay better than my last essay* but in fact I still did make a mistake. In this essay I have not had problems about the thesis statement.

(R#2-RJ-4)

Collaborate is very important because it will help us so much to know the mistakes that we do. We can change our mind with that and it also makes our writing better. *The more we collaborate with many people the better writing that we'll get.*

(R#3-RJ-4)

The processes of writing like this were very helpful for me because I could know which are wrong or right. I could make essay writing easily.

(R#4-RJ-1)

But after I do these steps I knew it. I realized these processes were helping me to make essay writing.

(R#4-RJ-1)

I could write anything in my mind freely. Beside that I also improve my writing ability. I got many advantages from this lesson.

(R#4-RJ-1)

In my point of view, *this step is very helpful because when we want to get good essay, we not only have to do it by ourselves but also we need collaboration to correct our mistakes in writing.*

(R#5-RJ-1)

On the other hand, that *steps was very helpful to us. Now, we know how to make a good essay.*

(R#5-RJ-1)

- f. At first, students find difficulty in writing the part of an essay. They often made mistake in making it.

It could be found in (R#2-RJ-1), (R#2-RJ-2), (R#2-RJ-2), (R#4-RJ-1), and(R#4-RJ-2), as written below.

The essay consists of thesis statement, body and conclusion. I thought that thesis statement was the difficult part, because I must write the important thing before I explained the story in the body of an essay. ***Sometimes I did a mistake in the thesis statement.***
(R#2-RJ-1)

Sometimes I felt confuse to write the conclusion, but finally I could finish my second essay and I really happy about it.
(R#2-RJ-2)

I found many difficulties to make essay writing. I didn't know which are thesis statement, body, conclusion, and the outline.
(R#4-RJ-1)

But, after I begin to write I still confuse to decide which one the thesis statement.
(R#4-RJ-2)

g. The students sometimes felt bored with the activities they did in the process of writing. It was monotonous.

It was written in (R#4-RJ-1), (R#5-RJ-1), (R#5-RJ-2), and(R#6-RJ-1), as follows.

At first, I felt bored. Could you imagine I must writing everyday? I wrote, wrote and wrote again. I really bored with these activities.
(R#4-RJ-1)

Maybe it didn't happen every time, but if we feel bored with the steps we usually do others activity. Sometimes we realized that that steps was very boring because every session we have to do the same steps {so on and so on}.
(R#5-RJ-1)

At that time I thought that I bored with that lesson, because I thought "why we always do collaboration?". At that time I was just sitting outside the class with my two friends. My two friends also said that they got bored with that activities and they said that they didn't have a new draft to be collaborated, so they choose to sitting outside the class while the other friends did some collaborations.

(R#5-RJ-2)

I like it although sometimes I get bored, but I always try to enjoy it.

(R#6-RJ-1)

- h. The students sometimes won't read or check other writing because it was too long.**

It could be found in (R#1-RJ-4).

I wrote it up to four pages. *My friends thought my writing was too much for this time and many difficult vocabularies that they did not know. Because of that my friends didn't want to check my writing* (at first!). At last, they wanted to check it.

(R#1-RJ-4)

B. Research Findings and Discussions

The findings are specifically directed to answer the research questions presented in Chapter I. The three research questions are (1) what kinds of peer feedbacks can be found in multiple drafting writings? (2) what improvements do the students make in their writing after receiving peers' feedback? (3) what are the benefits of peers' feedback to the students writing?

1. Kinds of peer feedbacks found in multiple drafting writings

- a. Students produced different kinds of peers' feedbacks categorized into grammar, mechanics, organization, syntax, vocabulary, content, quality, and types.*

All respondents produced all kinds of feedbacks related to the components in writing essays. The components of writing are taken from several writers, i.e. Oshima and Hogue, Hobelman and Wiriyachitra (1995: 123). They point out that the characteristics of clear, fluent, and effective communication of ideas are (a) word choice: vocabulary, idiom and tone, (b) organization: paragraph, topic and

support, cohesion and unity, (c) mechanics: handwriting, spelling, (d) grammar: rules for verbs agreement, articles, pronouns, (e) syntax: sentence structure, sentence boundaries, stylist choices, (f) content: relevance: clarity, originality, logic. Not all components of writing appeared in the categorization. It depended on the peers' feedbacks written in the students' writing.

1) tenses

Draft-1

R#1's draft-1 writing got peers' feedbacks. There were seven of 47 feedbacks (14.9%) that deal with tenses. There were seven of 78 feedbacks (9.0%) that deal with tenses in R#2's draft-1 writing got peers' feedbacks. R#3's draft-1 writing got peers' feedbacks. There were eleven of 87 feedbacks (12.6%) that deal with tenses. R#4's draft-1 writing got peers' feedbacks. There were four of 80 feedbacks (5.0%) that deal with tenses. R#5's draft-1 writing got peers' feedbacks. There were five of 47 feedbacks (10.6%) that deal with tenses. R#6's draft-1 writing got peers' feedbacks. There were eight of 78 feedbacks (10.3%) that deal with tenses.

Draft-2

R#1's draft-2 writing got peers' feedbacks. There was one of 43 feedbacks (2.3%) that dealt with tenses. R#3's draft-2 writing got peers' feedbacks. There was one of 52 feedbacks (1.9%) that dealt with tenses. R#4's draft-2 writing got peers' feedbacks. There were four of 62 feedbacks (6.5%) that dealt with tenses. R#5's draft-2 writing got peers' feedbacks. There were six of 43 feedbacks (14.0%) that

dealt with tenses. R#2's and R#6's draft-2 writing did not get peers' feedbacks on tenses (0.0%).

Draft-3

R#1's draft-3 writing got no peers' feedbacks on tenses (0.0%). R#2's draft-3 writing got peers' feedbacks. There were two of 64 feedbacks (3.1%) that deal with tenses. R#3's draft-3 writing got peers' feedbacks. There were two of 47 feedbacks (4.3%) that deal with tenses. R#4's draft-3 writing got peers' feedbacks. There were four of 36 feedbacks (11.1%) that deal with tenses. R#5's draft-3 writing got peers' feedbacks. There were four of 35 feedbacks (11.4%) that deal with tenses. R#6's draft-3 writing got peers' feedbacks. There were two of 64 feedbacks (3.1%) that deal with tenses.

2) sujet verb agreement

Draft-1

R#1's draft-1 writing got no peers' feedbacks on sujet verb agreement (0.0%). R#2's draft-1 writing got peers' feedbacks. There was one of 78 feedbacks (1.3%) that dealt with sujet verb agreement. R#3's draft-1 writing got peers' feedbacks. There was one of 87 feedbacks (1.1%) that dealt with sujet verb agreement. R#4's draft-1 writing got peers' feedbacks. There were four of 80 feedbacks (5.0%) that dealt with sujet verb agreement. R#5's draft-1 writing got peers' feedbacks. There was one of 47 feedbacks (2.1%) that dealt with sujet verb agreement. R#6's draft-1 writing got peers' feedbacks. There were five of 78 feedbacks (6.4%) that dealt with sujet verb agreement.

Draft-2

R#1's draft-2 writing got peers' feedbacks. There were five of 43 feedbacks (11.6%) that dealt with subject verb agreement. R#2's draft-2 writing got peers' feedbacks. There was one of 46 feedbacks (2.2%) that dealt with subject verb agreement. R#3's draft-2 writing got peers' feedbacks. There was one of 52 feedbacks (1.9%) that dealt with subject verb agreement. R#4's draft-2 writing got peers' feedbacks. There were six of 62 feedbacks (9.7%) that dealt with subject verb agreement. R#5's draft-2 writing got peers' feedbacks. There was one of 43 feedback (2.3%) that dealt with subject verb agreement. R#6's draft-2 writing did not get peers' feedbacks on subject verb agreement (0.0%).

Draft-3

R#1's draft-3 writing got peers' feedbacks. There were four of 35 feedbacks (11.4%) that dealt with subject verb agreement. There was no feedback in R#2's, R#3's and R#6's draft-3 writing on subject verb agreement (0.0%). R#4's draft-3 writing got peers' feedbacks. There were three of 36 feedbacks (8.3%) that dealt with subject verb agreement. R#5's draft-3 writing got peers' feedbacks. There were three of 35 feedbacks (11.4%) that dealt with subject verb agreement.

3) plural

Draft-1

R#1's draft-1 writing got peers' feedbacks. There were three of 47 feedbacks (6.4%) that dealt with plural. In draft-1 writing of R#2's, it could be found only one of 78 feedbacks (9.0%) on plural. R#3's draft-1 writing got peers' feedbacks. There was one of 87 feedbacks (1.1%) that dealt with plural. R#4's draft-1 writing got peers' feedbacks. There was one of 80 feedbacks (1.3%) that dealt with plural.

R#5's draft-1 writing got peers' feedbacks. There were six of 47 feedbacks (6.4%) that dealt with plural. R#6's draft-1 writing got peers' feedbacks. There were two of 78 feedbacks (2.6%) that dealt with plural.

Draft-2

R#1's draft-2 writing got peers' feedbacks. There was one of 43 feedbacks (2.3%) that dealt with plural. In draft-2 writing of R#2's, it could be found only one of 46 feedbacks (2.2%) on plural. R#3's draft-2 writing got peers' feedbacks. There was one of 52 feedbacks (1.9%) that dealt with plural. R#4's draft-2 writing got peers' feedbacks. There were six of 62 feedbacks (9.7%) that dealt with plural. R#5's draft-2 writing got peers' feedbacks. There was one of 43 feedbacks (2.3%) that dealt with plural. R#6's draft-2 writing did not get peers' feedbacks on plural (0.0%).

Draft-3

R#1's draft-3 writing got peers' feedbacks. There were six of 35 feedbacks (17.1%) that dealt with plural. There were three of 64 peers' feedbacks (4.7%) in R#2's draft-3 writing on plural. R#3's draft-3 writing got no peers' feedbacks on plural (0.0%). R#4's draft-3 writing got peers' feedbacks. There were two of 36 feedbacks (5.6%) that dealt with plural. R#5's draft-3 writing got peers' feedbacks as written below. There were two of 35 feedbacks (5.7%) that dealt with plural. R#6's draft-3 writing got peers' feedbacks. There was one of 64 feedbacks (1.6%) that dealt with plural.

4) preposition

Draft-1

R#1's draft-1 writing got peers' feedbacks. There was one of 47 feedbacks (2.1%) that dealt with preposition. Peers' feedbacks on preposition in R#2's draft-1 writing could not be found (0.0%). There were five of 87 peers' feedbacks (5.7%) in R#3's draft-1 writing on preposition. There were three of 80 peers' feedbacks (3.8%) in R#4's draft-1 writing on preposition. There were two of 47 peers' feedbacks (4.3%) in R#5's draft-1 writing on preposition. There were three of 78 peers' feedbacks (3.8%) in R#6's draft-1 writing on preposition.

Draft-2

R#1's draft-2 writing got peers' feedbacks. There was one of 43 feedbacks (2.3%) that dealt with preposition. R#2's draft-2 writing got no peers' feedbacks on preposition (0.0%). R#3's draft-2 writing got peers' feedbacks. There was one of 52 feedbacks (1.9%) that dealt with preposition. R#4's draft-2 writing got peers' feedbacks. There were three of 62 feedbacks (4.8%) that dealt with preposition. R#5's draft-2 writing got peers' feedbacks. There were two of 43 feedbacks (7.0%) that dealt with preposition. R#6's draft-2 writing got peers' feedbacks. There were two of 46 feedbacks (4.3%) that dealt with preposition.

Draft-3

R#1's draft-3 writing got no peers' feedbacks on preposition (0.0%). There were six of 64 peers' feedbacks (9.4%) in R#2's draft-3 writing on preposition. There were three of 47 peers' feedbacks (6.4%) in R#3's draft-3 writing on preposition. R#4's draft-3 writing got peers' feedbacks. There was one of 36 feedbacks (2.8%) that dealt with preposition. R#5's draft-3 writing got peers' feedbacks. There were two of 35 feedbacks (5.7%) that dealt with preposition. R#6's draft-3 writing got

peers' feedbacks. There were two of 64 feedbacks (3.1%) that dealt with preposition.

5) adverb

Draft-1

There were two of 78 peers' feedbacks (2.6%) in R#2's draft-1 writing on adverb. There was one of 87 peers' feedbacks (1.1%) in R#3's draft-1 writing on adverb. There was one of 47 peers' feedbacks (2.1%) in R#5's draft-1 writing on adverb. R#1's, R#3's, R#4's, and R#6's draft-1 writing got no peers' feedbacks on adverb (0.0%).

Draft-2

R#1's, R#2's, R#3's, R#4's, and R#5's draft-2 writing got no peers' feedbacks on adverb (0.0%). There was one of 46 peers' feedbacks (2.2%) in R#6's draft-2 writing on adverb.

Draft-3

R#1's, R#2's, and R#4's draft-3 writing got no peers' feedbacks on adverb (0.0%). There were two of 47 peers' feedbacks (4.3%) in R#3's draft-3 writing on adverb. R#5's draft-3 writing got peers' feedbacks. There was one of 35 feedbacks (2.9%) that dealt with adverb. There were two of 64 peers' feedbacks (3.1%) in R#6's draft-3 writing on adverb.

6) article

Draft-1

R#1's and R#4's draft-1 writing got no peers' feedbacks on article (0.0%). There were three of 78 peers' feedbacks (1.1%) in R#2's draft-1 writing on article. There

was one of 87 peers' feedbacks (1.1%) in R#3's draft-1 writing on article. There was one of 47 peers' feedbacks (2.1%) in R#5's draft-1 writing on article. There were four of 78 peers' feedbacks (5.1%) in R#6's draft-1 writing on article.

Draft-2

R#1's, R#2's, R#3's, R#4's, and R#5's draft-2 writing got no peers' feedbacks on article (0.0%). There were two of 46 peers' feedbacks (4.3%) in R#6's draft-2 writing on article.

Draft-3

R#1's, R#2's, and R#3's draft-3 writing got no peers' feedbacks on article (0.0%). There was one of 36 peers' feedbacks (2.8%) in R#4's draft-3 writing on article. There was one of 35 peers' feedbacks (2.9%) in R#5's draft-3 writing on article. There was one of 64 peers' feedbacks (1.6%) in R#6's draft-3 writing on article.

7) pronoun

Draft-1

R#1's draft-1 writing got peers' feedbacks. There were three of 47 feedbacks (6.4%) that dealt with pronoun. R#2's draft-1 writing got peers' feedbacks. There were three of 78 feedbacks (3.8%) that dealt with pronoun. R#3's draft-1 writing got peers' feedbacks. There were three of 87 feedbacks (3.4%) that dealt with pronoun. R#4's draft-1 writing got peers' feedbacks. There were two of 80 feedbacks (2.5%) that dealt with pronoun. R#5's draft-1 writing got peers' feedbacks. There was one of 47 feedbacks (2.1%) that dealt with pronoun. R#6's draft-1 writing got peers' feedbacks. There were four of 78 feedbacks (5.1%) that dealt with pronoun.

Draft-2

R#1's draft-2 writing got peers' feedbacks. There were four of 43 feedbacks (9.3%) that dealt with pronoun. R#2's draft-2 writing got peers' feedbacks. There was one of 46 feedbacks (2.2%) that dealt with pronoun. R#3's draft-2 writing got peers' feedbacks. There were nine of 52 feedbacks (17.3%) that dealt with pronoun. R#4's draft-2 writing got peers' feedbacks. There were four of 62 feedbacks (6.5%) that dealt with pronoun. R#5's draft-2 writing got peers' feedbacks. There were two of 43 feedbacks (4.7%) that dealt with pronoun. R#6's draft-2 writing got peers' feedbacks. There were two feedbacks that dealt with pronoun.

Draft-3

R#1's draft-3 writing got peers' feedbacks. There was one of 35 feedbacks (2.9%) that dealt with pronoun. It could be found two of 64 peers' feedbacks (3.1%) in R#2's draft-3 writing on pronoun. It could be found six of 47 peers' (12.8%) feedbacks in R#3's draft-3 writing on pronoun. R#4's draft-3 writing got peers' feedbacks. There was one of 36 feedbacks (2.8%) that dealt with pronoun. R#5's draft-1 writing got no peers' feedbacks on pronoun (0.0%). It could be found two of 64 peers' feedbacks (3.1%) in R#6's draft-3 writing on pronoun.

8) word order

Draft-1

R#1's draft-1 writing got peers' feedbacks. There was one of 47 feedbacks (2.1%) that dealt with word order. R#2's and R#5's draft-1 writing got no peers' feedbacks on word order (0.0%). R#3's draft-1 writing got peers' feedbacks.

There was one of 87 feedbacks (1.1%) that dealt with word order. R#4's draft-1 writing got peers' feedbacks. There were three of 80 feedbacks (3.8%) that dealt with word order. R#6's draft-1 writing got peers' feedbacks. There were three of 78 feedbacks (3.8%) that dealt with word order.

Draft-2

R#2's draft-2 writing got peers' feedbacks. There was one of 46 feedbacks (2.2%) that dealt with word order. R#3's draft-2 writing got peers' feedbacks. There were three of 46 feedbacks (2.2%) that dealt with word order. R#5's draft-2 writing got peers' feedbacks. There was one of 43 feedbacks (2.3%) that dealt with word order. R#1's, R#4's, and R#6's draft-2 writing got no peers' feedbacks on word order (0.0%).

Draft-3

R#1's draft-3 writing got peers' feedbacks. There was one of 35 feedbacks (2.9%) that dealt with word order. There were two of 64 feedbacks (3.1%) that dealt with word order. R#2's draft-3 writing got peers' feedbacks. R#3's draft-3 writing got peers' feedbacks. There were two of 47 feedbacks (4.3%) that dealt with word order. R#4's draft-3 writing got peers' feedbacks. There were two of 36 feedbacks (5.6%) that dealt with word order. R#5's draft-3 writing got no peers' feedbacks on word order (0.0%). R#6's draft-3 writing got peers' feedbacks. There was one of 64 feedbacks (1.6%) that dealt with word order.

9) possessive

Draft-1

R#1's, R#2's, R#3's, R#4's, and R#5's draft-1 writing got no peers' feedbacks on possessive (0.0%). R#6's draft-1 writing got peers' feedbacks. There was one of 78 feedbacks (1.3%) that dealt with possessive.

Draft-2

R#1's draft-2 writing got peers' feedbacks. There was one of 43 feedbacks (2.3%) that dealt with possessive. R#2's, R#3's, R#4's, R#5's, and R#6's draft-2 writing got no peers' feedbacks on possessive (0.0%).

Draft-3

R#1's, R#2's, R#3's, R#4's, R#5's, and R#6's draft-3 writing got no peers' feedbacks on possessive (0.0%).

b. Mechanics

Peers' feedbacks on mechanics contain capital, punctuation, and spelling.

1) capital

Draft-1

R#1's draft-1 writing got peers' feedbacks. There were two of 47 feedbacks (4.3%) that dealt with capital. R#2's, R#3's, R#4's, R#5's draft-1 writing got no peers' feedbacks on capital (0.0%). R#6's draft-1 writing got peers' feedbacks. There were three of 78 feedbacks (3.8%) that dealt with capital.

Draft-2

R#1's, R#2's, R#3's, R#4's, and R#6's draft-2 writing got no peers' feedbacks on capital (0.0%). R#5's draft-2 writing got peers' feedbacks. There were two of 43 feedbacks (4.7%) that dealt with capital.

Draft-3

R#1's, R#2's, R#3's, R#4's, R#5's, and R#6's draft-3 writing got no peers' feedbacks on capital (0.0%).

2) punctuation

Draft-1

R#1's, R#3's, and R#5's draft-1 writing got no peers' feedbacks on punctuation (0.0%). R#2's draft-1 writing got peers' feedbacks. There were four of 78 feedbacks (6.4%) that dealt with punctuation. There were two of 80 feedbacks (2.5%) that dealt with punctuation. R#4's draft-1 writing got peers' feedbacks. There were three of 78 feedbacks (3.8%) that dealt with punctuation. R#6's draft-1 writing got peers' feedbacks.

Draft-2

R#1's, R#2's, R#3's draft-2 writing got no peers' feedbacks on punctuation (0.0%). There was one of 62 feedbacks (1.6%) that dealt with punctuation. R#4's draft-2 writing got peers' feedbacks. There was one of 43 feedbacks (2.3%) that dealt with punctuation. R#5's draft-2 writing got peers' feedbacks. There was one of 46 feedbacks (2.2%) that dealt with punctuation. R#6's draft-2 writing got peers' feedbacks.

Draft-3

R#1's, R#4's, and R#5's draft-3 writing got no peers' feedbacks on punctuation (0.0%). There was one of 64 feedbacks (1.6%) that dealt with punctuation. R#2's draft-3 writing got peers' feedbacks. There was one of 47 feedbacks (2.1%) that dealt with punctuation. R#3's draft-3 writing got peers' feedbacks. There were

four of 64 feedbacks (6.3%) that dealt with punctuation. R#6's draft-3 writing got peers' feedbacks.

3) spelling

Draft-1

R#1's and R#4's draft-1 writing got no peers' feedbacks on spelling (0.0%). There were five of 78 feedbacks (6.4%) that dealt with spelling. R#2's draft-1 writing got peers' feedbacks. There were three of 87 feedbacks (3.4%) that dealt with spelling. R#3's draft-1 writing got peers' feedbacks. There were two of 47 feedbacks (4.3%) that dealt with spelling. R#5's draft-1 writing got peers' feedbacks. There were eight of 78 feedbacks (10.3%) that dealt with spelling. R#6's draft-1 writing got peers' feedbacks.

Draft-2

R#2's draft-2 writing got peers' feedbacks. There was one of 46 feedbacks (2.2%) that dealt with spelling. There were two of 52 feedbacks (3.8%) that dealt with spelling. R#3's draft-2 writing got peers' feedbacks. There were two of 62 feedbacks (3.2%) that dealt with spelling. R#4's draft-2 writing got peers' feedbacks. R#1's, R#5's, and R#6's draft-2 writing got no peers' feedbacks on spelling (0.0%).

Draft-3

R#1's, R#3's, and R#5's draft-3 writing got no peers' feedbacks on spelling (0.0%). R#2's draft-3 writing got peers' feedbacks. There was one of feedback that dealt with spelling. R#4's draft-3 writing got peers' feedbacks. There was one

of 36 feedbacks (2.8%) that dealt with spelling. There were five of 64 feedbacks (7.8%) that dealt with spelling. R#6's draft-3 writing got peers' feedbacks.

c. Organization

Peers' feedbacks on organization include paragraph, topic, and coherent and unity.

1) paragraph

Draft-1

R#1's draft-1 writing got peers' feedbacks. There were two of 47 feedbacks (4.3%) that dealt with paragraph. R#2's draft-1 writing got peers' feedbacks. There was one of 78 feedbacks (1.3%) that dealt with paragraph. R#3's, R#4's, R#5's, and R#6's draft-1 writing got no peers' feedbacks on paragraph (0.0%).

Draft-2

R#1's draft-2 writing got no peers' feedbacks on paragraph 0.0. R#2's draft-2 writing got peers' feedbacks. There were six of 46 feedbacks (13.0%) that dealt with paragraph. R#3's draft-2 writing got peers' feedbacks. There were seven of 52 feedbacks (13.5%) that dealt with paragraph. R#4's draft-2 writing got peers' feedbacks. There were three of 62 feedbacks (4.8%) that dealt with paragraph. R#5's draft-2 writing got peers' feedbacks. There were two of 43 feedbacks (4.7%) that dealt with paragraph. R#6's draft-2 writing got peers' feedbacks. There were seven of 46 feedbacks (15.2%) that dealt with paragraph.

Draft-3

R#1's, R#2's, R#4's, and R#5's draft-3 writing got no peers' feedbacks on paragraph (0.0%). R#3's draft-3 writing got peers' feedbacks. There was one of

47 feedbacks (2.1%) that dealt with paragraph. R#6's draft-3 writing got peers' feedbacks. There were two of 64 feedbacks (3.1%) that dealt with paragraph.

2) topic

Draft-1

R#1's draft-1 writing got peers' feedbacks. There were two of 47 feedbacks (4.3%) that dealt with topic. R#2's draft-1 writing got peers' feedbacks. There was one of 78 feedbacks (2.2%) that dealt with topic. R#3's draft-1 writing got peers' feedbacks. There were eight of 87 feedbacks (9.2%) that dealt with topic. R#4's and R#5's draft-1 writing got no peers' feedbacks on topic (0.0%). R#6's draft-1 writing got peers' feedbacks. There was one of 78 feedbacks (1.3%) that dealt with topic.

Draft-2

R#1's, R#2's, and R#4's draft-2 writing got no peers' feedbacks on topic (0.0%). R#3's draft-2 writing got peers' feedbacks. There was one of 52 feedbacks (1.9%) that dealt with topic. R#5's draft-2 writing got peers' feedbacks. There was one of 43 feedbacks (2.3%) that dealt with topic. R#6's draft-2 writing got peers' feedbacks. There were four of 46 feedbacks (8.7%) that dealt with topic.

Draft-3

R#1's, R#2's, R#3's, and R#5's draft-3 writing got no peers' feedbacks on topic (0.0%). R#4's draft-3 writing got peers' feedbacks. There was one of 36 feedbacks (2.8%) that dealt with topic. R#6's draft-3 writing got peers' feedbacks. There were two of 64 feedbacks (3.1%) that dealt with topic.

3) coherent and unity

Draft-1

R#1's, R#4's, R#5's, and R#6's draft-1 writing got no peers' feedbacks on coherent and unity (0.0%). R#2's draft-1 writing got peers' feedbacks. There was one of 78 feedbacks (1.3%) that dealt with coherent and unity. R#3's draft-1 writing got peers' feedbacks. There was one of 87 feedbacks (1.1%) that dealt with coherent and unity.

Draft-2

R#1's, R#2's, R#3's, and R#5's draft-2 writing got no peers' feedbacks on coherent and unity (0.0%). R#4's draft-2 writing got peers' feedbacks. There were two of 62 feedbacks (3.2%) that dealt with coherent and unity. R#6's draft-2 writing got peers' feedbacks. There were two of 46 feedbacks (4.3%) that dealt with coherent and unity.

Draft-3

R#1's, R#2's, R#5's, and R#6's draft-3 writing got no peers' feedbacks on coherent and unity (0.0%). R#3's draft-3 writing got peers' feedbacks. There was one of 47 feedbacks (2.1%) that dealt with coherent and unity. R#4's draft-3 writing got peers' feedbacks. There were two of 36 feedbacks (5.6%) that dealt with coherent and unity.

d. Syntax

Draft-1

R#1's draft-1 writing got no peers' feedbacks on syntax (0.0%). R#2's draft-1 writing got peers' feedbacks. There were two of 78 feedbacks (2.6%) that dealt with syntax. R#3's draft-1 writing got peers' feedbacks. There were three of 87

feedbacks (3.4%) that dealt with syntax. R#4's draft-1 writing got peers' feedbacks as written below. There was one of 80 feedbacks (1.3%) that dealt with syntax. R#5's draft-1 writing got peers' feedbacks. There were two of 47 feedbacks (4.3%) that dealt with syntax. R#6's draft-1 writing got peers' feedbacks. There were three of 78 feedbacks (3.8%) that dealt with syntax.

Draft-2

R#1's, R#5's, and R#6's draft-2 writing got no peers' feedbacks on syntax (0.0%). R#2's draft-2 writing got peers' feedbacks. There were seven of 46 feedbacks (15.2%) that dealt with syntax. R#3's draft-2 writing got peers' feedbacks. There were two of 52 feedbacks (3.8%) that dealt with syntax. R#4's draft-2 writing got peers' feedbacks. There were three of 62 feedbacks (4.8%) that dealt with syntax.

Draft-3

R#1's draft-3 writing got peers' feedbacks. There was one of 35 feedbacks (2.9%) that dealt with syntax. R#2's draft-3 writing got peers' feedbacks as written below. There were five of 46 feedbacks (15.2%) that dealt with syntax. R#3's draft-3 writing got peers' feedbacks. There was one of 47 feedbacks (2.1%) that dealt with syntax. R#4's draft-3 writing got peers' feedbacks. There was one of 36 feedbacks (2.8%) that dealt with syntax. R#5's draft-3 writing got peers' feedbacks. There were three of 35 feedbacks (8.6%) that dealt with syntax. R#6's draft-3 writing got peers' feedbacks. There was one of 64 feedbacks (1.6%) that dealt with syntax.

e. Vocabulary

Draft-1

R#1's draft-1 writing got peers' feedbacks. There was one of 47 feedbacks (2.1%) that dealt with vocabulary. R#2's draft-1 writing got peers' feedbacks. There were fifteen of 78 feedbacks (19.2%) that dealt with vocabulary. R#3's draft-1 writing got peers' feedbacks. There were sixteen of 87 feedbacks (18.4%) that dealt with vocabulary. R#4's draft-1 writing got peers' feedbacks. There were twenty two of 80 feedbacks (27.5%) that dealt with vocabulary. R#5's draft-1 writing got peers' feedbacks. There were nine of 47 feedbacks (19.1%) that dealt with vocabulary. R#6's draft-1 writing got peers' feedbacks. There were nine of 78 feedbacks (11.5%) that dealt with vocabulary.

Draft-2

R#1's draft-2 writing got peers' feedbacks. There were four of 43 feedbacks (9.3%) that dealt with vocabulary. R#2's draft-2 writing got peers' feedbacks. There were nine of 46 feedbacks (19.6%) that dealt with vocabulary. R#3's draft-2 writing got peers' feedbacks. There were three of 52 feedbacks (5.8%) that dealt with vocabulary. R#4's draft-2 writing got peers' feedbacks. There were seven of 62 feedbacks (11.3%) that dealt with vocabulary. R#5's draft-2 writing got peers' feedbacks. There were nine of 43 feedbacks (18.6%) that dealt with vocabulary. R#6's draft-2 writing got peers' feedbacks. There were five of 46 feedbacks (10.9%) that dealt with vocabulary.

Draft-3

R#1's draft-3 writing got peers' feedbacks. There was one of 35 feedbacks (2.9%) that dealt with vocabulary. R#2's draft-3 writing got peers' feedbacks. There were eleven of 64 feedbacks (17.2%) that dealt with vocabulary. R#3's draft-3 writing

got peers' feedbacks. There were ten of 47 feedbacks (21.3%) that dealt with vocabulary. R#4's draft-3 writing got peers' feedbacks. There were five of 36 feedbacks (13.9%) that dealt with vocabulary. R#5's draft-3 writing got peers' feedbacks. There were four of 35 feedbacks (11.4%) that dealt with vocabulary. R#6's draft-3 writing got peers' feedbacks. There were eight of 64 feedbacks (12.5%) that dealt with vocabulary.

f. Content

Draft-1

R#1's draft-1 writing got peers' feedbacks. There was one of 47 feedbacks (2.1%) that dealt with content. R#2's, R#3's, R#4's, R#5's, and R#6's draft-1 writing got no peers' feedbacks on content (0.0%).

Draft-2

R#1's draft-2 writing got peers' feedbacks. There was one of 43 feedbacks (2.3%) that dealt with content. R#2's draft-2 writing got peers' feedbacks. There was one of 46 feedbacks (2.2%) that dealt with content. R#3's, R#4's, R#5's, and R#6's draft-2 writing got no peers' feedbacks on content (0.0%).

Draft-3

R#1's, R#3's, R#4's, R#5's, and R#6's draft-3 writing got no peers' feedbacks on content (0.0%). R#2's draft-3 writing got peers' feedbacks. There was one of 64 feedbacks (1.6%) that dealt with content.

g. Quality

Peers' feedbacks on quality comprise encouraging and alternative.

1) encouraging

Draft-1

R#1's draft-1 writing got peers' feedbacks. There was one of 47 feedbacks (2.1%) that dealt with encouraging. R#2's draft-1 writing got peers' feedbacks. There was one feedback that dealt with encouraging. R#3's draft-1 writing got no peers' feedbacks on encouraging. R#4's draft-1 writing got peers' feedbacks. There were seven feedbacks that dealt with encouraging. R#5's draft-1 writing got peers' feedbacks. There were five of 47 feedbacks (10.6%) that dealt with encouraging. R#6's draft-1 writing got no peers' feedbacks on encouraging (0.0%).

Draft-2

R#1's draft-2 writing got peers' feedbacks. There were five of 43 feedbacks (11.6%) that dealt with encouraging. R#2's draft-2 writing got no peers' feedbacks on encouraging (0.0%). R#3's draft-2 writing got peers' feedbacks. There were six of 52 feedbacks (11.5%) that dealt with encouraging. R#4's draft-2 writing got peers' feedbacks. There were five of 62 feedbacks (8.1%) that dealt with encouraging. R#5's draft-2 writing got peers' feedbacks. There were eleven of 43 feedbacks (25.6%) that dealt with encouraging. R#6's draft-2 writing got peers' feedbacks. There were eight of 46 feedbacks (17.4%) that dealt with encouraging.

Draft-3

R#1's draft-3 writing got peers' feedbacks. There were five of 35 feedbacks (14.3%) that dealt with encouraging. R#2's draft-3 writing got peers' feedbacks. There was one of 64 feedbacks (1.6%) that dealt with encouraging. R#3's draft-3 writing got peers' feedbacks. There were five of 47 feedbacks (10.6%) that dealt

with encouraging. R#4's draft-3 writing got peers' feedbacks. There were four of 36 feedbacks (11.1%) that dealt with encouraging. R#5's draft-3 writing got peers' feedbacks. There were eight of 35 feedbacks (22.9%) that dealt with encouraging. R#6's draft-3 writing got peers' feedbacks. There were nine of 64 feedbacks (14.1%) that dealt with encouraging.

2) alternative

Draft-1

R#1's draft-1 writing got no peers' feedbacks on alternative (0.0%). R#2's draft-1 writing got peers' feedbacks. There were two of 78 feedbacks (2.6%) that dealt with alternative. R#3's draft-1 writing got no peers' feedbacks on alternative (0.0%). R#4's draft-1 writing got peers' feedbacks. There were three of 80 feedbacks (3.8%) that dealt with alternative. R#5's draft-1 writing got peers' feedbacks. There was one of 47 feedbacks (2.1%) that dealt with alternative. R#6's draft-1 writing got peers' feedbacks. There was one of 78 feedbacks (1.3%) that dealt with alternative.

Draft-2

R#1's draft-2 writing got peers' feedbacks. There were two of 43 feedbacks (4.7%) that dealt with alternative. R#2's draft-2 writing got peers' feedbacks. There were six of 46 feedbacks (13.0%) that dealt with alternative. R#5's draft-2 writing got peers' feedbacks. There were two of 43 feedbacks (4.7%) that dealt with alternative. R#3's, R#4's, and R#6's draft-1 writing got no peers' feedbacks on alternative (0.0%).

Draft-3

R#1's draft-3 writing got peers' feedbacks. There were two of 35 feedbacks (5.7%) that dealt with alternative.

R#2's draft-3 writing got peers' feedbacks. There were eight of 64 feedbacks (12.8%) that dealt with alternative. R#3's and R#4's draft-3 writing got no peers' feedbacks on alternative (0.0%). R#5's draft-3 writing got peers' feedbacks. There were two of 35 feedbacks (5.7%) that dealt with alternative. R#6's draft-3 writing got peers' feedbacks as written below. There were two of 64 feedbacks (3.1%) that dealt with alternative.

h. Types

Peers' feedbacks on types consist of deletion, addition and substitution.

1) Deletion

Draft-1

R#1's draft-1 writing got peers' feedbacks. There were three of 47 feedbacks (6.4%) that dealt with deletion. R#2's draft-1 writing got peers' feedbacks. There were two of 48 feedbacks (2.6%) that dealt with deletion. R#3's draft-1 writing got peers' feedbacks. There was one of 87 feedbacks (1.1%) that dealt with deletion. R#4's draft-1 writing got peers' feedbacks. There was one of 80 feedbacks (1.3%) that dealt with deletion. R#5's draft-1 writing got peers' feedbacks. There was one of 47 feedbacks (2.1%) that dealt with deletion. R#6's draft-1 writing got peers' feedbacks. There were six of 78 feedbacks (7.7%) that dealt with deletion.

Draft-2

R#1's draft-2 writing got peers' feedbacks. There were four of 43 feedbacks (9.3%) that dealt with deletion. R#2's draft-2 writing got peers' feedbacks. There was one of 46 feedbacks (2.2%) that dealt with deletion. R#3's draft-2 writing got peers' feedbacks. There was one of 52 feedbacks (1.9%) that dealt with deletion. R#4's draft-2 writing got peers' feedbacks. There was one of 62 feedbacks (1.6%) that dealt with deletion. R#5's draft-2 writing got no peers' feedbacks on deletion (0.0%). R#6's draft-2 writing got peers' feedbacks. There were two of 46 feedbacks (4.3%) that dealt with deletion.

Draft-3

R#1's draft-3 writing got peers' feedbacks. There were five of 35 feedbacks (14.3%) that dealt with deletion. R#2's draft-3 writing got peers' feedbacks. There were three of 64 feedbacks (4.7%) that dealt with deletion. R#3's draft-3 writing got peers' feedbacks. There was one of 47 feedbacks (2.1%) that dealt with deletion. R#4's draft-3 writing got no peers' feedbacks on deletion (0.0%). R#5's draft-3 writing got peers' feedbacks. There was one of 35 feedbacks (2.9%) that dealt with deletion. R#6's draft-3 writing got peers' feedbacks. There were two of 64 feedbacks (3.1%) that dealt with deletion.

2) addition

Draft-1

R#1's draft-1 writing got peers' feedbacks. There were seven of 47 feedbacks (14.9%) that dealt with addition. R#2's draft-1 writing got peers' feedbacks. There were four of 78 feedbacks (5.1%) that dealt with addition. R#3's draft-1 writing got peers' feedbacks. There were six of 87 feedbacks (6.9%) that dealt with

addition. R#4's draft-1 writing got peers' feedbacks. There were three of 80 feedbacks (3.8%) that dealt with addition. R#5's draft-1 writing got peers' feedbacks. There were five of 47 (10.6%) feedbacks that dealt with addition. R#6's draft-1 writing got peers' feedbacks. There were six of 78 feedbacks (7.7%) that dealt with addition.

Draft-2

R#1's draft-2 writing got peers' feedbacks. There were eight of 43 feedbacks (18.6%) that dealt with addition. R#2's draft-2 writing got peers' feedbacks. There was one of 46 feedbacks (2.2%) that dealt with addition. R#3's draft-2 writing got peers' feedbacks. There were two of 52 feedbacks (3.8%) that dealt with addition. R#4's draft-2 writing got peers' feedbacks. There were three of 62 feedbacks (4.8%) that dealt with addition. R#5's draft-2 writing got no peers' feedbacks on addition (0.0%). R#6's draft-2 writing got peers' feedbacks. There was one of 46 feedbacks (2.2%) that dealt with addition.

Draft-3

R#1's draft-3 writing got peers' feedbacks. There were seven of 35 feedbacks (20.0%) that dealt with addition. R#2's draft-3 writing got peers' feedbacks. There were four of 64 feedbacks (6.3%) that dealt with addition. R#3's draft-3 writing got peers' feedbacks. There were three of 47 feedbacks (6.4%) that dealt with addition. R#4's draft-3 writing got peers' feedbacks. There were three of 36 feedbacks (8.3%) that dealt with addition. R#5's draft-3 writing got peers' feedbacks. There were two of 35 feedbacks (5.7%) that dealt with addition. R#6's

draft-3 writing got peers' feedbacks. There were two of 64 feedbacks (3.1%) that dealt with addition.

3) substitution

Draft-1

R#1's draft-3 writing got peers' feedbacks. There were thirteen of 47 feedbacks (27.7%) that dealt with substitution. R#2's draft-1 writing got peers' feedbacks. There were twenty three of 78 feedbacks (29.5%) that dealt with substitution. R#3's draft-1 writing got peers' feedbacks. There were twenty five of 87 feedbacks (28.7%) that dealt with substitution. R#4's draft-1 writing got peers' feedbacks. There were twenty four of 80 feedbacks (30.0%) that dealt with substitution. R#5's draft-1 writing got peers' feedbacks. There were sixteen of 47 feedbacks (34.0%) that dealt with substitution. R#6's draft-1 writing got peers' feedbacks. There were seventeen of 78 feedbacks (21.8%) that dealt with substitution.

Draft-2

R#1's draft-3 writing got peers' feedbacks. There were six of 43 feedbacks (14.0%) that dealt with substitution. R#2's draft-2 writing got peers' feedbacks. There were eleven of 46 feedbacks (23.9%) that dealt with substitution. R#3's draft-2 writing got peers' feedbacks. There were eleven of 52 feedbacks (21.2%) that dealt with substitution. R#4's draft-2 writing got peers' feedbacks as written below. There were twelve of 62 feedbacks (19.4%) that dealt with substitution. R#5's draft-2 writing got peers' feedbacks. There were twelve of 43 feedbacks

(27.9%) that dealt with substitution. R#6's draft-2 writing got peers' feedbacks as written below. There were two of 46 feedbacks (4.3%) that dealt with substitution.

Draft-3

R#1's draft-3 writing got peers' feedbacks. There were two of 35 feedbacks (5.7%) that dealt with substitution. R#2's draft-3 writing got peers' feedbacks. There were fourteen of 64 feedbacks (21.9%) that dealt with substitution. R#3's draft-3 writing got peers' feedbacks. There were nine of 47 feedbacks (19.1%) that dealt with substitution. R#4's draft-3 writing got peers' feedbacks as written below. There were five of 36 feedbacks (13.9%) that dealt with substitution. R#5's draft-3 writing got peers' feedbacks. There were nine of 35 feedbacks (25.7%) that dealt with substitution. R#6's draft-3 writing got peers' feedbacks. There were eight of 64 feedbacks (12.5%) that dealt with substitution.

b. Peers' feedbacks on grammar consist of tenses, subject verb agreement, plural, preposition, adverb, article, pronoun, word order, and possessive.

The peers' feedbacks on grammar dominated on the students' writing from draft 1 to draft 3.

Peer feedbacks on grammar consists of tenses, subject verb agreement, plural, preposition, adverb, article, pronoun, word order, and possessive. All respondents' writing (R#1, R#2, R#3, R#4, R#5, and R#6) could be found feedbacks on grammar. Seeing the feedbacks found in their writing focused on grammar, it could be said that the level of the students are still below advanced (Alwasilah, 2005).

2. The Students' Improvements in Their Writing through Peer Feedback

a. Students improved their understanding about how to write an essay.

From the total percentages of calculation of the number of peer feedbacks, it could be found that there was tendency of the decrease of the feedbacks from draft-1, draft-2, and draft-3. It happened to four out of six respondents: R#1, R#3, R#4, and R#5. The percentages are as follows: R#1 got 47 (37.6%) feedbacks of draft-1, 43 (34.4%) feedbacks of draft-2, and 35 (28.0%) feedbacks of draft-3, for total feedbacks of 125. It means that it is getting less feedbacks, it is getting better the writing.

R#3 got 87 (46.5%) feedbacks of draft-1, 52 (27.8%) feedbacks of draft-2, and 47 (25.1%) feedbacks of draft-3, for total feedbacks of 187. It means that it is getting less feedbacks, it is getting better the writing. From the interview, R#3 admitted that R#3 improves in the writing. There was improvement in organization of an essay especially the topic. From the journal reflection, R#3 wrote that R#3 learnt how to write an essay slowly. It means that there was improvement in the writing.

R#4 got 80 (44.9%) feedbacks of draft-1, 62 (34.8%) feedbacks of draft-2, and 36 (20.2%) feedbacks of draft-3, for total feedbacks of 178. It means that it is getting less feedbacks, it is getting better the writing. From the interview, R#4 admitted that R#4 improves in the writing. There was improvement in writing an essay especially the vocabulary and topic. From the journal reflection, R#4 wrote that R#4 learnt how to write an essay. It means that there was improvement in the writing.

R#5 got 47 (37.6%) feedbacks of draft-1, 43 (34.4%) feedbacks of draft-2, and 35 (28.0%) feedbacks of draft-3, for total feedbacks of 125. It means that it is getting less feedbacks, it is getting better their writing. From the interview, R#5 admitted that R#5 improves in the writing. There was improvement in writing an essay. From the journal reflection, R#5 wrote that R#5 learnt how to write an essay. It means that there was improvement in the writing. More specifically, they succeeded in improving the overall quality of their texts between the first and final drafts. This analysis also reveals signs of transfer with regard to grammatical spelling. Jacobs and Zhang (1989) said it does improve the grammatical accuracy in a no less efficient fashion than teacher feedback

b. Students improved their writing components.

From the interview, R#1 admitted that R#1 developed in the writing. There was development in it especially the vocabulary and tenses. From the journal reflection, R#1 wrote that R#1 didn't find many difficulties the writing especially the thesis statement. It means that there was improvement in the writing.

The students said their peers could identify their mistakes and gave them opinions to elaborate in their essays. Furthermore, the peers' feedbacks helped each other to look at their essays from a different perspective and clarify the parts that were unclear. They also helped each other in using more appropriate vocabulary and correcting the grammar of their sentences. Morrow (2006) mentioned the process was beneficial in encouraging students to read other CRs (Critical Reviews) provide useful peer feedback and actively engage with the task.

c. Students improved their writing before handing to the lecturer.

From the interview, R#1 and R#5 admitted that the feedback could help them to improve their writing better. In the journal reflection, R#2 in RJ-1 wrote the feedback could make the essay better. Here, the students have opportunities to improve drafts before it's too late: When feedbacks are given early enough, before drafts are set student writers are more likely to make substantial changes in their drafts. The questions and comments with which peers respond to initial ideas or sequences of ideas can dig the writers to deepen their approach to a subject, or to anticipate reader questions and therefore incorporate answers. Later in the process, after student writers have struggled to complete an entire draft and set their ideas into a pattern of essay, they may feel restrained about cutting or radically altering the work they consider almost finished. Blain (2001) proved that in fact, the quality of the writing increased between the first draft and the final draft whether the texts were revised alone or in a group.

d. The students improved their chances to brainstorm ideas in their writing.

From the interview, all respondents admitted that in the process of writing they had to collaborate their writings, so they had chances to make their writing step by step become better. In the journal reflection, most of respondents wrote they read and wrote the essays again and again. Jacobs (1989) supported that students are given plenty of opportunities to brainstorm ideas in pairs or groups, to give feedback on each other's writing and to proofread and edit for each other. While increasingly more mainstream classroom teachers are encouraging students to write in collaboration, ESL/EFL writing instructors sometimes have

reservations about its effectiveness due mainly to the concern that students lack cognitive sophistication and linguistic skills in judging writing and in revising and editing a piece of work.

e. The students increased their confidence in their writing.

From the interview and journal reflection, R#1 and R#6 admitted that they felt confident after giving and receiving feedback. Grabe and Kaplan (1996) said students frequently start a course confident in their assumption that writing done by classmates is much better than their own writing. When they see their peers' first drafts and realize that drafts don't have to be perfect and that those written by their peers look pretty similar to their own, they see that it is safe to loosen up and take risks in developing ideas. In addition, because they are able to act on their peers' feedback prior to turning a draft over to an instructor, they have had a chance to improve that second draft and are able to feel less vulnerable to attack. They also suggest peer feedbacks be used to reduce writing anxiety and to increase writer confidence.

3. The Benefits of Peer Feedback to the Students' Writing

a. The students were motivated in writing an essay.

From the interview, R#4 admitted that R#4 was motivated by the feedback to write better writing. In the journal reflection, all respondents wrote they had to write essays. Topping (1998, 2000); Rollinson (2005) showed that the social dimension of peer feedback enhances the participants' attitudes towards writing and has an impact on affect by increasing motivation through personal responsibility, greater variety, and interest. Motivation is also frequently

mentioned with respect to feedback effects (Hull, 1935; Wallach & Henle, 1941; Dweck, 1986; Dweck & Leggert, 1988).

b. The students could enlarge their concept of readership.

From the interview, all respondents admitted they had to read other writing again and again. In the journal reflection, most respondents wrote at first at process of writing their writing were not read by the instructor but also other people, their peer. Kurt and Atay (2007) wrote that getting and giving feedback in a small group setting enables student writers to enlarge their concept of readership. Prior to this process, they may have written with the idea that their only reader was the course instructor. Hearing comments from a variety of readers with diverse, and perhaps contradictory, reactions makes writers realize that they can not please everyone and that they are going to need to resume their original ideas of content and purpose in order to make revision decisions. In this way, workshopping can settle the responsibility of the writing and revision process back onto the shoulders of the writer.

c. The students had chances to practice for revision.

From the interview and the journal reflection, all respondents admitted that they had chances to practice their writing in the process of writing. Morrow (2006) pointed out that reading and subsequently talking constructively to a group of peer writers about writing can strengthen students' independent ability to read for revision. In addition, student writers are often relieved to get away from their own drafts for a moment in order to see how others are handling the assignment. Because they are not emotionally invested in a peer's work (work that they did not

have to struggle to produce), student writers are often able to see and articulate big-picture revisions more clearly. At the same time, they might be able to reflect on the applicability of these comments to their own drafts.

d. The students could be enhanced their communication skill.

From the interview and the journal reflection, all respondents admitted that they had much time to make discuss their writing with peer often comparing to the privous writing subject. Nelson (2007) explained that talking with peers about their work can strengthen students' ability to articulate specific reactions and suggestions. They know that negotiating a revision suggestion with their own colleagues can require a tricky balance of tact and clarity. When it is made clear that "good job!" and "this is perfect as it is!" will not be considered satisfactory remarks, students will develop writing skills that they'll find useful in future scholarly and professional endeavors.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter takes account of two parts. First part is the conclusions of the research conducted based on the research questions which are raised and elaborated in the previous chapter. The second part is some suggestions intended for the researchers who are interested in doing further research on writing, especially peer feedbacks in writing, and for those who are concerned with the application of the research findings in teaching and learning writing.

A. Conclusions

After the findings were discussed in the previous chapter, there are some conclusions that need to be highlighted as follows:

1. The students made different kinds of peer feedbacks. The students' feedbacks are categorized based on the points which are paid attention in writing essays, such as grammar, mechanics, organization, syntax, vocabulary, content, quality, and types.
2. Students improved their understanding about how to write an essay, their writing components, their writing before handing to the lecturer, their chances to brainstorm ideas in their writing, and their confidence in their writing.
3. The benefits of peer feedback to the students were that they were motivated in writing an essay, they could enlarge their concept of readership, they had chances to practice for revision, and they could be enhanced their communication skill.

B. Suggestions

Based on the research findings, there are some ideas intended for those interested in the application of reader response in reading classes.

1. Teachers need to give them obvious guidance in making a feedback. In first meetings it is better that the instructor also gives some examples of what the expected feedbacks looked like. This can be a teachable moment for the instructor and a learnable moment for the students. It is to give students more elaboration of the task. By doing so, s/he can in the first give obvious insight into what is expected and also can give positive feedback.
2. Comment/feedback needs to be given more and open to discussion. Feedback from lecturer is still needed. Feedbacks from peers are good in certain condition. The instructor needs to construct a systematic ways in how to have class structure with balance distribution of students. Here, students having better feedbacks should be put in different groups. In this way, they can help others to compose better feedbacks.
3. There is a need to have a sharing session in class in a systematic ways, so that each student would have various comments and feedback in class. It is also necessary for the instructor to propose writer community outside of the class so that feedbacks were beneficial to students to make revision before submitting the writing. In addition, this is also meant to eliminate the problem of time constraints faced by the students in writing response journal. When they are in groups, they are expected to be able to set themselves into a supportive condition to compose their writing.

4. The study had its limitations too. First of all, it was difficult to draw strong generalizations due to the limited number of participants. Further research with a greater number of EFL in various contexts and in classes of different proficiency levels is needed to find out the possible effects of peer feedbacks on their writing. Second, there is a need for longitudinal studies which observe English composition students throughout a year to determine the effect that peer feedback has on them in terms of preparing them for higher level writing courses.

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APPENDICES

APPENDIX 1

Panduan Kolaborasi

(Adapted from Alwasilah and Senny, 2005:26)

Kolaborasi adalah suatu teknik pengajaran menulis dengan melibatkan sejawat untuk saling mengoreksi. Sejawat yang diajak berkolaborasi itu disebut kolaborator.

1. Tulislah sebuah esai yang anda kembangkan berdasarkan ide yang anda paling sukai.
2. Karangan mesti ditik dengan computer, berjarak: 1,5 spasi, dengan menggunakan kertas A4, jenis huruf **Times New Roman**, ukuran 12, margin kiri: , kanan: , atas: , bawah: .
3. Berilah judul yang menarik, singkat, menantang, dan provokatif.
4. Di bagian atas tulisan anda tulislah draft: , nama, NIM, dan jenis tulisan.
5. Pada akhir tulisan, cantumkan informasi:
Kolaborator 1:Tgl: ... Paraf:
Kolaborator 2:Tgl: ... Paraf:
Kolaborator 3:Tgl: ... Paraf:
Kolaborator 4:Tgl: ... Paraf:
6. Bawalah tulisan anda untuk dibahas bersama pada pertemuan yang akan datang.

Panduan Kolaborasi Reading-Writing Connection

1. Berbagi diri ke dalam kelompok-kelompok kecil, terdiri atas empat atau lima orang.
2. Upayakan ada jarak yang cukup agar setiap kelompok tidak terganggu oleh kelompok lain.
3. Masing-masing anggota membaca tulisan orang lain dalam kelompoknya.
4. Sewaktu membaca, perhatikanlah mekanik tulisan. Tandailah dengan menggarisbawahi atau melingkari dosa-dosa kecil. Perhatikan dengan saksama:
 - a. Apakah tulisan itu diberi nomor halaman?
 - b. Apakah tulisan itu distepler sehingga tidak mudah tercecer?
 - c. Apakah judul dan subjudul tidak diberi titik?
 - d. Semua tanda baca harus menempel pada kata, TIDAK BOLEH ada spasi lebih.
 - e. Setelah koma, titik koma, dan titik dua diberi satu ketukan spasi agar ada jarak yang wajar antara dua kata.
 - f. Setelah titik, tanda tanya, dan tanda seru diberi dua ketukan spasi agar ada jarak yang wajar antara dua kalimat. Ingat: Setelah kurung buka dan sebelum kurung tutup tidak ada spasi ekstra
 - g. Tidak boleh ada salah eja (salah ketik).
 - h. Semua istilah asing dicetak miring atau digarisbawahi.
 - i. Angka dari nol sampai sembilan (0-9) harus ditulis dengan huruf bukan dengan angka. Angka 10 dan seterusnya ditulis dengan angka.
5. Baca setiap kalimat dan cermati hal-hal berikut:
 - a. Kalimat itu ada subjeknya.
 - b. Kalimat itu ada predikatnya.
 - c. Antara subjek dan predikat TIDAK BOLEH ada koma.
 - d. Setiap kalimat harus menyampaikan pesan yang jelas, logis, dan bernalar.
 - e. Satu paragraph dengan paragraph lainnya harus "sinambung secara logis", tidak ada loncatan-loncatan yang mengagetkan atau menjengkelkan pembaca
 - f. Tandailah tulisan itu dengan menggarisbawahi, melingkari, dan/atau tanda tanya hal-hal yang mungkin menarik, meragukan, mengagetkan, atau yang membuat penasaran.
 - g. Tulislah komentar, pujian, hardikan, koreksi, elaborasi, tantangan dan saran-saran konstruktif pada margin kiri atau kanan, atau pada spasi yang ada.
6. Tanyakan langsung kepada penulisnya manakala Anda menemukan hal-hal yang tidak jelas, aneh, atau tidak bernalar.
7. Kembalikanlah tulisan yang sudah dikomentari itu kepada penulisnya untuk: ditulis ulang.
8. Pertemuan berikutnya Anda melakukan kerja kelompok (kolaborasi) serupa pada tulisan yang sudah direvisi oleh penulisnya.
9. Kegiatan kolaborasi dan revisi ini dilakukan minimal tiga kali.
10. Karangan yang telah direvisi tiga kali diserahkan kepada dosen untuk mendapatkan feedback lain.

APPENDIX 2

Students' Interview Guide:

1. Sejauh mana feedback memberikan kontribusi terhadap tulisan Anda?
2. Menurut Anda, feedback seperti apa yang dapat meningkatkan tulisan Anda? Peningkatan dalam aspek apa saja?
3. Apakah semua feedback yang Anda terima Anda terapkan/pakai pada tulisan Anda?
4. Pernahkah Anda menerima feedback secara tertulis terhadap tulisan Anda? Kapan?
5. Bagaimana pendapat Anda terhadap feedback yang Anda peroleh?
6. Apa yang Anda kerjakan setelah mendapatkan feedback?
7. Apakah Anda suka dengan feedback yang Anda peroleh? Mengapa?
8. Apakah Anda mengalami kesulitan dalam menulis setelah diberikan feedback? Jika ya, kesulitan apa saja yang Anda alami?
9. Apa yang Anda harapkan setelah menerima feedback?
10. Dengan adanya feedback terhadap tulisan Anda, apakah Anda merasa kesulitan dalam menulis?
11. Bagaimana Anda mengatasi masalah yang Anda temui dalam menulis?
12. Apakah feedback secara tertulis membantu Anda dalam mengingat kesalahan dalam tulisan Anda?
13. Setelah Anda menghadapi kesulitan dalam menulis, apa yang Anda kerjakan?

APPENDIX 3

The List of Respondents

No.	Name	Initial	Code
1	Winessia Betha Setio Harini	WBSH	R#1
2	Dwi Ratna Tyas Handayani	DRTH	R#2
3	Eka Meilyanti	EM	R#3
4	Maya Diandini	MD	R#4
5	Dina M	DM	R#5
6	Indri Astuti Kristianingsih	IAK	R#6

APPENDIX

Meeting	:	1, 4, 7, 10, 13
Class	:	Writing 3
Instructor	:	Siswana
Time	:	09.10 – 11.50
Students	:	5 th Semester of English Education Study Program of HAMKA Univ
Room	:	A.4.13

Free Writing

Perintah:

1. Tulislah sebuah esai yang anda kembangkan berdasarkan ide yang anda paling sukai.
2. Karangan mesti ditik dengan computer, berjarak: 1,5 spasi, dengan menggunakan kertas A4, jenis huruf Times New Roman, ukuran 12, margin kiri: , kanan: , atas: , bawah: .
3. Berilah judul yang menarik, singkat, menantang, dan provokatif.
4. Di bagian atas tulisan anda tulislah draft: , nama, NIM, dan jenis tulisan.
5. Pada akhir tulisan, cantumkan informasi:
Kolaborator 1:Tgl: ... Paraf:
Kolaborator 2:Tgl: ... Paraf:
Kolaborator 3:Tgl: ... Paraf:
Kolaborator 4:Tgl: ... Paraf:
6. Bawalah tulisan anda untuk dibahas bersama pada pertemuan yang akan datang.

APPENDIX

Meeting	:	2, 5, 8, 11
Class	:	Writing 3
Instructor	:	Siswana
Time	:	09.10 – 11.50
Students	:	5 th Semester of English Education Study Program of HAMKA Univ
Room	:	A.4.13

Draft-1

Panduan Kolaborasi Reading-Writing Connection

1. Berbagi diri ke dalam kelompok-kelompok kecil, terdiri atas tiga atau lima orang.
2. Upayakan ada jarak yang cukup agar setiap kelompok tidak terganggu oleh kelompok lain.
3. Masing-masing anggota membaca tulisan orang lain dalam kelompoknya.
4. Sewaktu membaca, perhatikanlah mekanik tulisan. Tandailah dengan menggarisbawahi atau melingkari dosa-dosa kecil. Perhatikan dengan saksama:
 - a. Apakah tulisan itu diberi nomor halaman?
 - b. Apakah tulisan itu distepler sehingga tidak mudah tercecer?
 - c. Apakah judul dan subjudul tidak diberi titik?
 - d. Semua tanda baca harus menempel pada kata, TIDAK BOLEH ada spasi lebih.
 - e. Setelah koma, titik koma, dan titik dua diberi satu ketukan spasi agar ada jarak yang wajar antara dua kata.
 - f. Setelah titik, tanda tanya, dan tanda seru diberi dua ketukan spasi agar ada jarak yang wajar antara dua kalimat. Ingat: Setelah kurung buka dan sebelum kurung tutup tidak ada spasi ekstra
 - g. Tidak boleh ada salah eja (salah ketik).
 - h. Semua istilah asing dicetak miring atau digarisbawahi.
 - i. Angka dari nol sampai sembilan (0-9) harus ditulis dengan huruf bukan dengan angka. Angka 10 dan seterusnya ditulis dengan angka.
5. Baca setiap kalimat dan cermati hal-hal berikut:
 - a. Kalimat itu ada subjeknya.
 - b. Kalimat itu ada predikatnya.
 - c. Antara subjek dan predikat TIDAK BOLEH ada koma.
 - d. Setiap kalimat harus menyampaikan pesan yang jelas, logis, dan bernalar.
 - e. Satu paragraph dengan paragraph lainnya harus "sinambung secara logis", tidak ada loncatan-loncatan yang mengagetkan atau menjengkelkan pembaca
 - f. Tandailah tulisan itu dengan menggarisbawahi, melingkari, dan/atau tanda tanya hal-hal yang mungkin menarik, meragukan, mengagetkan, atau yang membuat penasaran.
 - g. Tulislah komentar, pujian, hardikan, koreksi, elaborasi, tantangan dan saran-saran konstruktif pada margin kiri atau kanan, atau pada spasi yang ada.
6. Tanyakan langsung kepada penulisnya manakala Anda menemukan hal-hal yang tidak jelas, aneh, atau tidak bernalar.
7. Kembalikanlah tulisan yang sudah dikomentari itu kepada penulisnya untuk: ditulis ulang.
8. Pertemuan berikutnya Anda melakukan kerja kelompok (kolaborasi) serupa pada tulisan yang sudah direvisi oleh penulisnya.
9. Kegiatan kolaborasi dan revisi ini dilakukan minimal tiga kali.

APPENDIX

Meeting	:	3, 6, 9, 12
Class	:	Writing 3
Instructor	:	Siswana
Time	:	09.10 – 11.50
Students	:	5 ^h Semester of English Education Study Program of HAMKA Univ
Room	:	A.4.13

Draft-2

Panduan Kolaborasi Reading-Writing Connection

1. Berbagi diri ke dalam kelompok-kelompok kecil, terdiri atas tiga atau lima orang.
2. Upayakan ada jarak yang cukup agar setiap kelompok tidak terganggu oleh kelompok lain.
3. Masing-masing anggota membaca tulisan orang lain dalam kelompoknya.
4. Sewaktu membaca, perhatikanlah mekanik tulisan. Tandailah dengan menggarisbawahi atau melingkari dosa-dosa kecil. Perhatikan dengan saksama:
 - a. Apakah tulisan itu diberi nomor halaman?
 - b. Apakah tulisan itu distepler sehingga tidak mudah tercecer?
 - c. Apakah judul dan subjudul tidak diberi titik?
 - d. Semua tanda baca harus menempel pada kata, TIDAK BOLEH ada spasi lebih.
 - e. Setelah koma, titik koma, dan titik dua diberi satu ketukan spasi agar ada jarak yang wajar antara dua kata.
 - f. Setelah titik, tanda tanya, dan tanda seru diberi dua ketukan spasi agar ada jarak yang wajar antara dua kalimat. Ingat: Setelah kurung buka dan sebelum kurung tutup tidak ada spasi ekstra
 - g. Tidak boleh ada salah eja (salah ketik).
 - h. Semua istilah asing dicetak miring atau digarisbawahi.
 - i. Angka dari nol sampai sembilan (0-9) harus ditulis dengan huruf bukan dengan angka. Angka 10 dan seterusnya ditulis dengan angka.
5. Baca setiap kalimat dan cermati hal-hal berikut:
 - a. Kalimat itu ada subjeknya.
 - b. Kalimat itu ada predikatnya.
 - c. Antara subjek dan predikat TIDAK BOLEH ada koma.
 - d. Setiap kalimat harus menyampaikan pesan yang jelas, logis, dan bernalar.
 - e. Satu paragraph dengan paragraph lainnya harus "sinambung secara logis", tidak ada loncatan-loncatan yang mengagetkan atau menjengkelkan pembaca
 - f. Tandailah tulisan itu dengan menggarisbawahi, melingkari, dan/atau tanda tanya hal-hal yang mungkin menarik, meragukan, mengagetkan, atau yang membuat penasaran.
 - g. Tulislah komentar, pujian, hardikan, koreksi, elaborasi, tantangan dan saran-saran konstruktif pada margin kiri atau kanan, atau pada spasi yang ada.
6. Tanyakan langsung kepada penulisnya manakala Anda menemukan hal-hal yang tidak jelas, aneh, atau tidak bernalar.
7. Kembalikanlah tulisan yang sudah dikomentari itu kepada penulisnya untuk: ditulis ulang.
8. Pertemuan berikutnya Anda melakukan kerja kelompok (kolaborasi) serupa pada tulisan yang sudah direvisi oleh penulisnya.
9. Kegiatan kolaborasi dan revisi ini dilakukan minimal tiga kali.

APPENDIX

Meeting	:	4, 7, 10, 13
Class	:	Writing 3
Instructor	:	Siswana
Time	:	09.10 – 11.50
Students	:	5 th Semester of English Education Study Program of HAMKA Univ
Room	:	A.4.13

Draft-3

Panduan Kolaborasi Reading-Writing Connection

1. Berbagi diri ke dalam kelompok-kelompok kecil, terdiri atas tiga atau lima orang.
2. Upayakan ada jarak yang cukup agar setiap kelompok tidak terganggu oleh kelompok lain.
3. Masing-masing anggota membaca tulisan orang lain dalam kelompoknya.
4. Sewaktu membaca, perhatikanlah mekanik tulisan. Tandailah dengan menggarisbawahi atau melingkari dosa-dosa kecil. Perhatikan dengan saksama:
 - a. Apakah tulisan itu diberi nomor halaman?
 - b. Apakah tulisan itu distepler sehingga tidak mudah tercecer?
 - c. Apakah judul dan subjudul tidak diberi titik?
 - d. Semua tanda baca harus menempel pada kata, TIDAK BOLEH ada spasi lebih.
 - e. Setelah koma, titik koma, dan titik dua diberi satu ketukan spasi agar ada jarak yang wajar antara dua kata.
 - f. Setelah titik, tanda tanya, dan tanda seru diberi dua ketukan spasi agar ada jarak yang wajar antara dua kalimat. Ingat: Setelah kurung buka dan sebelum kurung tutup tidak ada spasi ekstra
 - g. Tidak boleh ada salah eja (salah ketik).
5. Semua istilah asing dicetak miring atau digarisbawahi.
6. Angka dari nol sampai sembilan (0-9) harus ditulis dengan huruf bukan dengan angka. Angka 10 dan seterusnya ditulis dengan angka.
5. Baca setiap kalimat dan cermati hal-hal berikut:
 - a. Kalimat itu ada subjeknya.
 - b. Kalimat itu ada predikatnya.
 - c. Antara subjek dan predikat TIDAK BOLEH ada koma.
 - d. Setiap kalimat harus menyampaikan pesan yang jelas, logis, dan bernalar.
 - e. Satu paragraph dengan paragraph lainnya harus "sinambung secara logis", tidak ada loncatan-loncatan yang mengagetkan atau menjengkelkan pembaca
 - f. Tandailah tulisan itu dengan menggarisbawahi, melingkari, dan/atau tanda tanya hal-hal yang mungkin menarik, meragukan, mengagetkan, atau yang membuat penasaran.
 - g. Tulislah komentar, pujian, hardikan, koreksi, elaborasi, tantangan dan saran-saran konstruktif pada margin kiri atau kanan, atau pada spasi yang ada.
6. Tanyakan langsung kepada penulisnya manakala Anda menemukan hal-hal yang tidak jelas, aneh, atau tidak bernalar.
7. Kembalikanlah tulisan yang sudah dikomentari itu kepada penulisnya untuk: ditulis ulang.
8. Pertemuan berikutnya Anda melakukan kerja kelompok (kolaborasi) serupa pada tulisan yang sudah direvisi oleh penulisnya.
9. Kegiatan kolaborasi dan revisi ini dilakukan minimal tiga kali.
10. Karangan yang telah direvisi tiga kali diserahkan kepada dosen untuk mendapatkan feedback lain.

APPENDIX 6

Peer's Feedbacks on Multiple Drafting to R#2's Writings

Draft-1	Draft-2	Draft-3
<p>Title: MY LOVELY SISTER Peer's Feedbacks from: Indri, Tartila, Maya, Betha</p> <ul style="list-style-type: none"> >oldest harusnya eldest >antara years-old g' pakai spasi ya? >a bad habits ga' pake article 'a' >sleeper, maksudnya'? >untuk skin, bukan white tapi fair >anything with her.... susah jelasinnya >use, seharusnya wears >teacher harus pakai article di depannya >untuk kata Muhammadiyah harus dicetak miring karena bukan b. Inggris >she had married harusnya she has married >My brother in law seharusnya bukannya ada spasinya? 	<p>Title: MY LOVELY SISTER Peer's Feedbacks from: Betha, Indri, Maya</p> <ul style="list-style-type: none"> >introduction udah cukup bagus. tapi kalau bisa ditambahin lagi sedikit >seharusnya kalo bikin essay deskripsi, bikinnya lebih spesifik tentang fisiknya..atau bikin setidaknya orang yg membaca bisa menggambarkan dlm pikirannya >kalimat terakhir pada paragraph ke 1 ditulis: Her name is.... She is 2-1. I like her so much. The reasons why I like her so much are her personality and her life. >pada awal kalimat paragraph ke-2 ditambah: The first reason is her personality >pada awal paragraph ke-3. ditulis: The second reason is her life >pada paragraph terakhir, ditulis: In short, her personality and life make me interested 	<p>Title: MY LOVELY SISTER Peer's Feedbacks from: Maya, Betha, Indri</p> <ul style="list-style-type: none"> >enough cheerful ...kalo kalimatnya kaya gini, terlalu Indonesia sekali >family is consist ...kalo pake "to be" pasti V-ing >parents,one...habis koma spasi dulu >disobeys with ...terlalu Indonesia >different with.,,"different" udah dari sananya pasangannya "from" >sesudah High School harusnya ditambah where is >near my house sebelum my harusnya ditambah from >the theater harusnya cinema >like harusnya with >sents pulse 'harusnya sends credits >problem kurang 's'
<p>Title: How To Be a Good Friend? Peer's Feedbacks from: Maya, Betha, Indri</p> <ul style="list-style-type: none"> >you know well and like harusnya knows and likes you well > Way tambah 'S' >They harusnya them >Live harusnya life >You must help them to save their problems >You ought to... >You must keep... >Protect they harusnya keep their >Make them believe to you that... >Always -> you have to... >Has harusnya of having a.. >She harusnya they 	<p>Title: HOW TO BE A GOOD FRIEND? Peer's Feedbacks from: Betha, Indri, Dina, Maya</p> <ul style="list-style-type: none"> >Nothing harusnya No >Save harusnya keep >It's important cos you can show your carefulness >With them and make feel proud of having a close friend like you >Cos you always make cheer up their days, always accompany them >Cos you 're a good friend no matter the situation >Make them feel comfortable and happy beside you >Make they feel important in your life >Live without friends like no stars in the sky >Body harus lebih panjang 	<p>Title: HOW TO BE A GOOD FRIEND? Peer's Feedbacks from: Indri, dina, Ajrini</p> <ul style="list-style-type: none"> >important to harusnya important for you >friends seharusnya many friend >As a social human being you need to interact with others, that's way.. >The ways how ...hapus, ganti There are many ways to be a good friend >They harusnya them >Life harusnya lives >You cheer their days up (better) >Their harusnya they >Anything harusnya everything >Once time (hilangkan time) sama dengan one time

<p>Title: My Unforgettable Moment Peer's Feedbacks from: Dina, Yunita, Indri</p> <ul style="list-style-type: none"> >Achild harus ada spasinya >"back" nya harus menjelaskan sesuatu >Wited harusnya 'waited', kesalahan kecil harus diperhatikan >...alone, I still ...(penempatan 'but' mungkin akan membuat kalimatnya lebih baik >Confused harusnya confused >Fetl harusnya felt >Laughs harusnya laughed >Remebered harusnya remember >Harus ditambahkan kalimat lagi 	<p>Title: My Unforgettable Moment Peer's Feedbacks from: Maya, Indri, Betha</p> <ul style="list-style-type: none"> >...moment? harusnya tambah 'in your life' >...moment. harusnya tambah 'in this life' >Shy harusnya 'shame to my self' >always requested harusnya 'use to asked' >Her for harusnyaa for her atau about >Finaly harusnya finally >Approached me harusnya appear from inside the room and came to me >Street side harusnya side walk >Back to my house harusnya back home 	<p>Title: My Unforgettable Moment Peer's Feedbacks from: Maya, Lala, Indri, Betha</p> <ul style="list-style-type: none"> >...quickly ...tulisnya dibelakang ya.. >Shouted loudly to call my sister harusnya called my sister loudly >Did harusnya to do
<p>Title: My Hobbies Peer's Feedbacks from: Maya, Indri, Betha</p> <ul style="list-style-type: none"> >Activity...tambah 'that' >Hobby harusnya hobbies >Have harusnya 'has' >My first hobbies cukup 'first' >My body is not fat harusnya I'm not fat >Worry harusnya worried >...body ...harusnya weight >Is when..harusnya 'since' >Shuch harusnya 'such' >Get harusnya 'got' >And harusnya 'sometime' >My self buang aja >So that I can buy it harusnya 'to buy it' >...go...ganti 'become' 	<p>Title: My Hobbies Peer's Feedbacks from: Maya, Betha, Indri</p> <ul style="list-style-type: none"> >Free ganti 'leisure' >Do ganti 'does' >Etc buang aja >Collection kurang 'S' 	<p>Title: MY HOBBIES Peer's Feedbacks from: Betha, Indri, Dina, Maya</p> <ul style="list-style-type: none"> >Do harusnya 'does' karena simple present tense, maka subyeknya tunggal, kata kerjanya /V/ pakai es/s. Jadi sehabis 'do' =>"does"...ingat ya!! >Can go to =>"can" dan "to" buang aja >Etc sebaiknya diganti so on >...in...tidak usah pake preposisi 'in' langsung 'at' aja >the way ganti 'how', penggunaan abjektive clause nya masih salah, gunakan 'how' untuk menunjukan bagaimana/ cara >Bought ganti 'had' >With...penggunaan preposisinya masih salah, baca buku stucture lagi ya.... Jangan pake 'with' ...tapi 'from' karena menunjukan asal/dari >He gave me the piggy bank and flowers after our date >Like..kata 'like' tidak sesuai untuk menunjukan seperti/ menyerupai, yang bener 'look a like' >Verry..itu 'r' nya cuman ada satu, ngarang banget nich...! >Sudah draft 3, tapi masih banyak buat kesalahan, perhatiin grammar nya lagi ya....

APPENDIX 7

Peer's Feedbacks on Multiple Drafting to R#3's Writings

Draft-1	Draft-2	Draft-3
<p>Title: MY GREAT FIGURE Peer's Feedbacks from: Amel, munawaroh. Novi >Artikel ok, tapi masih ada yang kurang pas kalimatnya >Your article is good, but please increase/ improve again your article >Article masih ada sedikit yang salah >Grammar masih ada yang salah sedikit lagi >Lebih dikembangkan lagi agar lebih panjang...</p>	<p>Title: MY GREAT FIGURE Peer's Feedbacks from: Munawaroh. Sari Narolita. Novi Octa V >Please pay attention to the subject at your article >Jangan sering mengulang 'Subject' >Pada Introduction' subject tidak boleh dua orang 'He'/ She >Harus salah satu saja yang untuk diceritakan</p>	<p>Title: MY GREAT FIGURE Peer's Feedbacks from: Sari, Asep. Muna, Novi >types ganti 'good characteristics' >In looking ganti 'performance' >Done ganti 'does' >Whenever ganti 'where' >I think is enough >There is a sentence that not clear, try to rewrite >I think it's good enough, but you have to rewrite again for the next correction</p>
<p>Title: THE FUNCTION OF THE PARK Peer's Feedbacks from: Nilanovari, Munawaroh, Yuliawati >Are buang aja >Usually harusnya 'usually' >spend for ...jadi spend my time >Beautiful harusnya 'beautifuly' > They going harusnya 'they are going' >It ganti 'there' >Thet harusnya 'that' >And also jadi 'and it also' Sari,</p>	<p>Title: THE FUNCTION OF THE PARK Peer's Feedbacks from: Muna, Novi, Sari, firly, Yuliawati >Park is a....taruh di bawah and tell the point of the function of the park >So many people like to spend their time for hours in the park >Bag. Introduction sesingkat-singkat mungkin >Baru body menjelaskan apa yang ditulis di thesis statement >To ganti 'In' >Why, where, when, pengembangan point >Penguraian introduction >Yang disebutin pertama function nya dulu : people can.... >I always ...ganti 'they usually' >I ganti 'they' >Me ganti 'them' >People ganti 'they' >Conclution semua point disatukan, dibuat menjadi satu dari yang di atas</p>	<p>Title: THE FUNCTION OF THE PARK Peer's Feedbacks from: Muna, Armel, Sari, Dwi >To ganti 'In' >I always harusnya 'they usually' >I ganti 'they' >Sometimes people ganti 'they usually' >Sometimes they go there whenever they have many problems'</p>

<p>Title: My Changing Peer's Feedbacks from: Firly, Novie Rahmawati, Hanifah</p> <ul style="list-style-type: none"> >sebelum I was di tambah kata-kata sambung >Bikin jadi past tense >get ashamed harusnya got ashamed >asked me harusnya advised me >to that fitness harusnya the fitness >we always harusnya I always >like not harusnya for instance not >to eat harusnya eating >etc jangan dipakai >contains much harusnya contains of much >I never knew harusnya I didn't realize >think harusnya thought >wear the harusnya wore >say that harusnya said that >I go to harusnya I went >try to, harusnya are going to.. >Grammar mistake different between present and past >Pemilihan kata-kata lebih teliti lagi >Interesting story, but your grammar must better in draft 2 >Perhatikan article 	<p>Title: MY CHANGING Peer's Feedbacks from: Novi, Yuli</p> <ul style="list-style-type: none"> >neighbor harusnya neighbour, kurang ya mbak... >it really harusnya it is really >I do harusnya I have done >now I look so stylist harusnya I look so stylist now >For now...(necessary in front of sentences) >bad glass harusnya bad glasses >But.....(necessary in front of sentences) >We...(refers to?) >hate ness harusnya hateness (digabung) >Cerita cukup menarik >Structure sudah cukup baik >Dalam proses pengetikan lebih diperhatikan lagi ada yg kurang >Cerita menarik >The subject is not consist 	<p>Title: MY CHANGING Peer's Feedbacks from: Yuli, Nila, Muna</p> <ul style="list-style-type: none"> >I am better harusnya I am getting better >Even jangan diawal kalimat >But tidak boleh diawal kalimat >us. We.....(refers to) >Basically, it is good enough, but you must consist on the subject and pay attention in using the first word on your sentences >There are several wrong choice of words >It's good enough essay, but please don't do a silly mistake because it will make all our sentence wrong
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<p>Title: THE EFFECTS OF FREE STYLE</p> <p>Peer's Feedbacks from: Yuli, Firly, Sari</p> <ul style="list-style-type: none"> >Judul, ...OF FREE STYLE, too general >Judul harusnya, youth life in Indonesia nowadays >Life style....ganti youth life in Indonesia >social = freesex >relations = kehidupan remaja yang kepingin >cosumption berhubungan dengan drug >entertainment = kehidupan malam >dress = update style >There are several....ganti uncontrolled emotion >going be..kurang to >the harusnya have >don't care of.....ganti uncontrolled emotion >think kurang ing >....consider kurang to >almost all the harusnya most of the >explain more about how to avoid it >effect kurang s >of ganti on >Still have to add more explanation about the theme >Pay attention in writing long sentences >Develop again the sentences! >Grammar masih salah 	<p>Title: YOUTH'S LIFE IN INDONESIA NOWADAYS</p> <p>Peer's Feedbacks from: Yuli, Firly, Sari</p> <ul style="list-style-type: none"> >this and that, Indonesia banget >Cosumption = television program >in this case...hapus aja >Well enough, still have not finish >Pay attention to the silly mistakes and the tenses >Develop the sentences 	<p>Title: YOUTH'S LIFE IN INDONESIA NOWADAYS</p> <p>Peer's Feedbacks from: Nilanovari, Yuli, Firly, Faisal</p> <ul style="list-style-type: none"> >look kurang ed >young...hapus aja >the time...kurang when >that....ditambahin lagi, more specific plz >we...refers to >to want ganti eager >on to the outside ganti in every where >Punctuation >....questions kurang of >so they are always ganti make them >to buang aja >easy harusnya easyly >There are some wrong choice of words >Pay attention in typing and choosing some word >Develop again!!
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APPENDIX 8

Peer's Feedbacks on Multiple Drafting to R#4's Writings

Draft-1	Draft-2	Draft-3
<p>Title: MY FEELING TODAY Peer's Feedbacks from: Dwi Ratna Tyas.H, Tartila Rahmadian, Betha > To night seharusnya last night >Reason-nya cuma 1 jadi bukan reasons >Penggunaan tanda baca menempel pada kata-nya >Subjeknya He jadi harus Gives >Kurang menggunakan T'o, jadi seharusnya To eat >Yang kenapa a nice dream >Want be - seharusnya want to be >Kalau masih kuliah di tempat tersebut, My campus is bukan was >Happen with jadi Happen to >To breakfast jadi to have breakfast >I haven't time ditambah I haven't had time >Should I write jadi I should write >15:00 pm jadi 3:00 pm aja, kalau mau 15:00 pakai O'clock >Walk jadi Goes >How poor am I jadi How poor I am</p>	<p>Title: MY FEELING TODAY Peer's Feedbacks from: Dwi Ratna Tyas.H, Tartila Rahmadian, Betha >The reasons why I can't focus to the lessons are felling sleepy and hungry - Thesis statement >Transtitions marker ex, at first.... >Transtitions marker. second is..... >Masukan ke Thesis statement >Baca fotocopian "the process of writing" untuk bikin Thesis Statement yang bener ! >Hati-hati ! dengan sentence agreement >Want itu Invinitive jadi harus diikutin sama To. Ok ??</p>	<p>Title: MY FEELING TODAY Peer's Feedbacks from: Betha,Tyas, Gandhis >Would itu modal aux, jadi diikutin V1, tidak pakai To... >Sentence Agreement diperhatikan lagi >Present Perfect itu harus Has/ Have + V3 >And tidak boleh di depan >'In' itu preposition jadi kalau diikutin V, maka V-nya jadi V-ing</p>
<p>Title: OUR NATIONAL GOVERNMENT Peer's Feedbacks from: Indri. Tyas, Betha >Thesis statementnya udah bagus... >sentence agreementnya masih ada yang belum bener... >lihat buku stucture 3/4 >Punctuation.....? >Capacity ganti dgn capability >Structurennya diinget lagi... >And, nggak boleh didepan ya... >Masih ada salah sentence agreement, Be careful!! >Modal diikutin V 1 tp kalau Passive modal, modal+have+V3 >Always pakai V 1 >Watch out , Preposition >Help itu infinitive jadi diikutin 'to'</p>	<p>Title: OUR NATIONAL GOVERNMENT Peer's Feedbacks from: Indri, Dina, Tyas, Betha >Sentence agreement diperhatiin... >I Have diganti Has >Time " jam kale...." >Sentence agreement lagi niey... >Punctuation... >All the citizens (lihat structure lagi ya..?) >Thief harusnya Thieves >Poverty tambah 'ies' (plural) Sentence agreement masih salah >Singular dan plural, diperhatiin lagi...!</p>	<p>Title: OUR NATIONAL GOVERNMENT Peer's Feedbacks from: Tyas, Betha, Indri >Bagoes...tapi Plural nya diperhatiin lagi... >Separate diganti divorce >Let's being a good citizen for our country, Indonesia</p>

<p>Title: INDRI ASTUTI KRISTIANINGSIH Peer's Feedbacks from: Tyas, Betha, Indri</p> <ul style="list-style-type: none"> >Is harusnya 'has' >Sentence agreement perhatiin >Understanding ganti 'understandable' adj. Cocoknya >Looked ganti 'looks' >Views ganti 'sees' >Isn't ganti 'aren't' >Have been ganti 'had' krn present perfect, Have+V3 >Parent's say ganti 'parent's words' >Word choice perhatiin <p>Title: GOOD PARENTS Peer's Feedbacks from: Betha, Indri, Yunita, Tyas</p> <ul style="list-style-type: none"> >Give harusnya 'born' >Become ganti 'to be' >Successes harusnya 'successful' >They don't ganti 'without' >To ganti 'on' >Pake kata-kata yang lebih cocok >To be jadi 'succeeded to be' >So it also jadi 'will be' >Parent's ganti 'they' >Change jadi 'chance' >For example ...di tambah contoh kongkrit/nyata >To parent's jadi' >Ini pendapat loe...,jadi ditambah pendapat orang. Untuk memulai pendapat orang. The other people think about the concept of being a good parent's like... >Think harusnya 'things' >what their children want and let their children's... 	<p>Title: INDRI ASTUTI KRISTIANINGSIH Peer's Feedbacks from: Indri., Tyas, Betha</p> <ul style="list-style-type: none"> >Udah bagus walaupun salahnya masih ada >Letf ganti 'leaves' >I tell ganti 'have told' >Cimahi.... ngarang!! di Jakarta kale... >Ami...namanya salah ni, nama orang jangan di karang >Ginangjar....nama orang harus lengkap >To long harusnya 'too long' >Smoked harusnya 'smoking' >Weakness harusnya 'weaknesses' >Looked harusnya 'looks' >Forgotten harusnya 'forgets' >Boy friends harusnya tanpa 's' >Sepertinya anda ini terlalu mengarang >Perhatiin Grammar ...baca buku structure <p>Title: GOOD PARENTS Peer's Feedbacks from: Betha, Tyas, Indri</p> <ul style="list-style-type: none"> >Preposition pake V ing >Itu compel infinitive jadi pake to... >Word choice diperhatiin, noun...infinitive...preposition... >To ganti 'can' >Photograph tambah 'er' >...rule...sebelumnya tambah 'having' >Want the jadi 'want to give the...' >World harusnya 'word' >Sentence agreement diperhatiin, adj. clause diperhatiin... >They can make their children to be good person >Don't accordance jadi 'which are not according' >V. nya diperhatiin... 	<p>Title: INDRI ASTUTI KRISTIANINGSIH Peer's Feedbacks from: Indri, Tyas, Betha, Dina</p> <ul style="list-style-type: none"> >Judulnya di ganti / di spesifikkan >Diperhatiin tenses, article... >Smile and laugh harusnya tambah 'S' >Even she ever maksudnya apa? >All of her friend.. structure 3/2 di baca lagi ya >Can't solved harusnya 'can't be solved' Modal passive >Attractive harusnya 'attract' >Has harusnya 'to have' >Tenses, infinitive article <p>Title: GOOD PARENTS Peer's Feedbacks from: Lala, Tyas, Betha, Indri</p> <ul style="list-style-type: none"> >Cuma sedikit salahnya, tapi dah bagus koq.... >Word choice nya diperhatiin ya....? >They ganti 'children' >Role seharusnya 'rule' >A big mistake on choosing word... >Word choice diperhatiin...! >Kurang conjunction >Good enough...watch for ur word choice
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APPENDIX 9

Peer's Feedback on Multiple Drafting to R#5's Writings

Draft-1	Draft-2	Draft-3
<p>Title: A SEVENTH BROWNIES MAKER Peer's Feedbacks from: Tyas, Betha, Yunita, Indri >Want harusnya wanted >Found harusnya find >To ganti for >Maker harusnya makers >Oldest harusnya eldest >Because ganti As far as I know >Won't harusnya Don't want</p>	<p>Title: A SEVENTH BROWNIES MAKER Peer's Feedbacks from: Tyas, Yunita, Indri >S lebih baik di depan, biar setiap kalimat S jelas >...contest. Sebutkan dong namanya >Make the other paragraph >Thesisnya dalam kalimat terakhir sebutin aja rajanva biar pas >Kembangin lagi paragrapnya. misalnya kehidupan raja & ratu nya trus punya anak dech....</p>	<p>Title: A SEVENTH BROWNIES MAKER Peer's Feedbacks from: Betha, Laili, Indri >The maker answered and explained >Tertarik - He was interested >'T' tarik: he was intersted, cobalah untuk tidak ada lagi kesalahan-kesalahan kecil, where pages..? >Role in the sentence</p>
<p>Title: FAVOURITE TEACHERS Peer's Feedbacks from: Maya, Tyas, Bctha >Dah bagus, tapi perhatiin plural nya ya...? >Every ganti some >Tough harusnya taught >Thought harusnya think >Perhatiin verb dan plural nya >Dina...you should should should definitely pay your attention to your grammar 'n tenses...</p>	<p>Title: FAVOURITE TEACHERS Peer's Feedbacks from: Maya, Betha, Indri >A little silly mistakes</p>	<p>Title: FAVOURITE TEACHERS Peer's Feedbacks from: Betha, Laili, Indri >With ganti 'to' >Read ur grammar book again >Please, use suitable preposition, "T'tarik" use passive sentence</p>
<p>Title: VEHICLE ACCIDENT Peer's Feedbacks from: Yuliawati, Yunita, Ajrini >Almost every one have motorcycle >Get their buang aja >Nggak jelas printernya ya....? >Drunkard harusnya 'drunker' >The big number of passengers can make the train fell down >Delay tambah 'ed' >Is ganti 'are' >Ada penulisan kata yang melenceng dari pemakaian waktu pada tulisan ini. >Penggunaan spasi yang beda untuk memisahkan paragraf, seharusnya sama dengan yang lain</p>	<p>Title: VEHICLE ACCIDENT Peer's Feedbacks from: Betha, Maya, Indri >It's good, but watch ur 'plural' thing... >We...it's better to erase it... >Watch ur tenses, punctuation, plural. word choice... >Read ur grammar book ...preposition also... >Have ganti 'has' >Didn't ganti 'don't' >Fell eanti 'fall' >Announcer ganti 'announcement' >Watch ur tenses and word choice as well.... >Flying ganti 'flight' >Of ganti 'on' >Loose harusnya 'lose' >Well harusnya 'better' >Vehicle not,..your tenses, Dina...? >To be in.....jadi for their own good/safety</p>	<p>Title: VEHICLE ACCIDENT Peer's Feedbacks from: Maya, Betha, Tyas, Indri >Still ur tenses and word choice.... > Doesn't harusnya don't >Is harusnya 'are' >Because ganti 'and' >without electricity.... ganti 'sometimes the train are crossing without electricity n announcement' >Get kurang 's' your tenses??? >Your plural and the sentence agreement >sailor kurang `s' >Ur sentence agreement, (have - >has)</p>

<p>Title: THE WISDOM OF FASTING MONTH</p> <p>Peer's Feedbacks from: Tyas, Indri, Maya</p> <ul style="list-style-type: none"> >Moslem kurang 's' perhatiin lagi pluralnya. >Sunshine harusnya 'sunrise' >Our good..ini maksudnya apa? Maksudnya 'God bukan? >Emotion kurang 's' >Can harusnya 'will' >Can't harusnya 'won't' >Part kurang 's' >Afternoon harusnya 'evening' >Of the hapus aja >Member kurang 's' >With call harusnya 'by calling' >Pluralnya diperhatiin lagi ya.... 	<p>Title: THE WISDOM OF FASTING MONTH</p> <p>Peer's Feedbacks from: Yunita, Nilanovari, Frischka</p> <ul style="list-style-type: none"> >Everything...doesn't clear >god.... capital letter >Wrong doing ...(sins) >To the harusnya 'for' >Kalo nulis 'the name of God' pake kapital letter ya....? >Becarefull with typeing > There are some grammatical mistake, wrong chooice of words >Only few lack of typing and used word actually it's a good essay 	<p>Title: THE WISDOM OF FASTING MONTH</p> <p>Peer's Feedbacks from: Indri, betha, Yunita</p> <ul style="list-style-type: none"> >Kalo udah ada 'every' 's' nya harus hilang, coba cek buku structure nya >Nggak usah pake 'the' >Ask=>V, forgiveness=> N, jadi lebih baik di tambahkan 'to', untuk menyambung pada obyeknya >It's, Itsn't ...kalo menulis essay, lebih baik jangan disingkat >moslem.."M" di paragraph pertama huruf kapital, jadi harus konsekuen >Have => has >'every" itu singular coba cek buku structure nya? >They itu kan to be nya 'are' >Speaking harusnya 'words' >That ganti 'the' >Perhatikan kesalahan kecil yang mungkin sepele
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APPENDIX 10

Peer's Feedbacks on Multiple Drafting to R#6's Writings

Draft-1	Draft-2	Draft-3
<p>Title: VALENTINO ROSSI Peer's Feedbacks from: Dwi Ratna Tyas.H, Betha >'Lots' kok pakai 's'? 'Name'-nya sudah pakai 's' >'Is' kok ketemu 'd'?" >Terjadi loncatan subyek, seharusnya Him diganti dengan nama orangnya 'VR' >Seharusnya setelah 'do' titik. Ganti kalimat baru >Subyek 'He' - 'Does' >Harusnya pakai 'to be' (Are) Tartila.R, Maya.D,</p>	<p>Title: VALENTINO ROSSI Peer's Feedbacks from: Maya Diandini, Dwi Ratna Tyas H, Betha >Tidak ada jenis karangannya >Tidak ada kesimpulannya >'Thesis Statement' nya salah >'Introductorynya salah >Kalimat terakhir untuk conclusion diambil dari Thesis Statement >To conclude, Thesis Statement, masukan saran/ pendapat tentang Rossi</p>	<p>Title: VALENTINO ROSSI Peer's Feedbacks from: Betha, Maya, Tyas >Introductionnya sudah bagus >have money seharusnya ditambahkan 'much' karena banyak!! >Moto gp harusnya digabungin menjadi Motogp ya Ndie... >kata show nya kurang 's' karena jamak jadi seharusnya 'shows' >Ndha kata Held seharusnya pake kata kerja (V1) karena model kalimatnya present, Held (V2) menjadi Holds (V1)</p>
<p>Title: HOW TO ENJOY MY LIFE Peer's Feedbacks from: Tyas, Betha, Yunita, Maya >Jangan pakai 'etc', sebaiknya 'and atau the other' >Hilangkan 'but' langsung letakan subyek diawal kalimat >Pemilihan katanya rada-rada susah, pakai reduce aja yg gampang atau familiar >Hurt seharusnya pakai V+ing jadi hurting yg artinya menyakiti >Anybody nggak ada bentuk jamaknya >Untuk menutup paragraf tambahkan kalimat ini ya..So I teach people to show some love >Subyeknya kurang to be seharusnya I am karena grammar nya present >Respected dijadiin pasif, aktif aja... >All the.... ini kurang ok ya...but di cek lagi di buku ya...!!</p>	<p>Title: HOW TO ENJOY MY LIFE Peer's Feedbacks from: Tyas, Ajer, Maya >Introduction + thesis statement nya 'Good' >Ga' usah pakai that langsung aja..... think it is >Pengamen, kondektur...Ga tau bhs inggrisnya..?! ya udah nggak apa2 dibolehkan deh buat indy... >Puitis banget bahasanya, udah insaf ya...?</p>	<p>Title: HOW TO ENJOY MY LIFE Peer's Feedbacks from: Dina, Yunita Ajer >Respect pakai V+ing karena seperti kegiatan seperti 'I go fishing" >Ga usah pakai tanda petik >Under estimate digabungin , lihat kamus donk... >Ga usah pakai tanda petik, ko seneng amat sih pakai tanda petik...? >With-lebih baik pake to, 'with' Indonesia banget...! >Just pray to the god-gak ada subyek >Lebih baik nggak usah pakai 'of mind', langsung aja 'step to enjoy'</p>

<p>Title: DANIEL PEDROSA IN HIS SENIORS' OPINION Peer's Feedbacks from: Betha, Tyas, Maya >Kalo dari angka 0-9 gak boleh pake angka, kalo 10-...boleh pake angka >the hurufnya kapital >kalau all berarti noun nya plural, kalo mau gak plural pake of , jadi all of the class >Motorace magazine, vol. 4 2006:74 >is ganti will be >if ganti that >cc dirubah jadi class >analyse harusnya analyze >were...kalo pake present aja gimana? >were harusnya are >stills harusnya is still >would harusnya will >have harusnya has >the ganti to >...good harusnya be good</p>	<p>Title: DANIEL PEDROSA IN HIS SENIORS' OPINION Peer's Feedbacks from: Betha, Tyas, Maya >Judulnya aja udah salah apalagi isinya, kalau plural pakai 's' >Penjelasannya berisi dari essay sebelumnya >Spanish harusnya A Spanish >cc harusnya class >I agree with...alaaah...loe setujujnya gara-gara Rossi kan? Gak kreatif nie... >Tambahin the class of >Watch out ur article and adverb clause >Essaynya udah bagus koq, Cuma salah dikit doang... >Komentarnya terlalu memihak Rossi nih, ini kan tentang Daniel Pedrosa jadi lebih baik dengan Pedrosa aja yang difokusin</p>	<p>Title: DANIEL PEDROSA IN HIS SENIORS' OPINIONS Peer's Feedbacks from: Betha, Tyas, Maya >Judulnya dah bener nggak ada titiknya >cc harusnya class >pakai class of 990 cc >In every...In hapus aja >it has....it hapus aja >a title jadi a title as >it was harusnya he was >said harusnya say >are 500 harusnya are in 500 >Nevertheless ganti but >a title harusnya a titlte as >increase, which one is better increase or improve >Dalam satu kalimat udah ada subyek dan predikatnya >Introductorynya udah bagus, thesis statement nya juga udah jelas >karangannya udah bagus, tapi masih ada salah yang kecil-kecil</p>
<p>Title: THE CONTROVERSIAL VALENTINO ROSSI Peer's Feedbacks from: Maya, Betha, Tyas >Judul salah, kan adjective, harusnya kontroversi of... >kurang spasi, harusnya dua ketukan >was nya diilangin aja, dan want jadi wanted >the ganti 'a' yang artinya seorang >But nggak boleh ada diawal kalimat, lebih baik dihapus atau diganti kata lain >Sebelum but seharusnya diletakan koma >every one nulisnya digabung >need kurang 's' karena jamak >the last hapus aja, tanpa the last is atau dengan the last is tidak masalah, namun mungkin lebih baik dihapus saja >the ganti his >Italian tambahin Rider aja >that salah ketik ejaan >move diganti removal aja, maksudnya perpindahan tapi pindahnya Vale... >provide harusnya provided >became harusnya become >way kok tidak ditambahin 's' >win harusnya winning, in vale winning, itu bisa tapi kalimatnya disini a vale win jadi tidak pakai -ing >attemted harusnya attempted >trulli harusnya Trulli, nama orang pakai huruf kapital >vale, nama orang pakai huruf kapital</p>	<p>Title: MR. CONTROVERSIAL VALENTINO ROSSI Peer's Feedbacks from: Maya, Betha, Tyas >Kenapa topiknya ini sih, bosen deh.. >young boy, boy dihapus aja, karena udah jelas >Bahasanya moto gp nya udah bagus, beritanya nggak bagus >Vocabularynya udah mulai susah nih, harus buka kamus dulu >him his maksudnya his kali ya? >Pake idiom juga ya, gua bingung nih bacanya, bagus deh, jadi no comment >Qatar Incident, insiden apaan? Jelasin ya? >Udah lumayan bagus >Kesimpulannya kurang banyak, tambahin aja setengah kalimat lagi >Baca buku panduan EDAN untuk argumentative >kreatif juga ya, naruh pendapat di conclusion >perhatikan punctuation</p>	<p>Title: MR. CONTROVERSIAL VALENTINO ROSSI Peer's Feedbacks from: Betha, Maya, Tyas >Udah dibilang jangan tentang valen mulu, dasar... >Udah keren nih... >Bagian-bagiannya udah lumayan bagus nih... >Abis titik, spasinya 2, udah bagus >Walaupun temanya tetep si Rossi, tapi contentnya udah bagus >RC211V, ini mesin motor ya..? >What If I'd never Tried It, mentang-mentang punya bukunya >Paragraphnya bagus, bahasanya/vocabnya udah meningkat >Xxx Xxxxxx, maksudnya si Vale ga mau nyebutin namanya Max Biaggi ya?! >No comment, udah bagus, pusing bacanya, ga ngerti tentang motor >Pokoknya lumayan deh</p>

<p>>kok present, kan 2005 >Ferrari, mungkin bisa pakai apostrophe, tapi disini tanpa apostrophe pu bisa karena maksudnya pengendara ferrari, bukan si pengendara milik ferrari >Kurang tanda koma >You dihapus aja >all my harusnya all of my >being...tambah 'a' >prove kurang 's'</p>		
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APPENDIX 11

Peer's Feedbacks on Multiple Drafting to R#1, 2, 3, 4, 5, and 6's Writings

CODE	FEEDBACKS – DRAFT-1	CODE	FEEDBACKS – DRAFT-2	CODE	FEEDBACKS – DRAFT-3
PF-R#1-D-d1-1	>Judul ga ada?	PF-R#1-D-d2-1	>look...kurang `s'	PF-R#1-D-d3-1	>He is now taking ...now-nya ditulis di depan
PF-R#1-D-d1-2	>Jenis karanganya apa?	PF-R#1-D-d2-2	>radio's...ga' usah pake `s'	PF-R#1-D-d3-2	>interest... krg `s' krn jamak
PF-R#1-D-d1-3	>Harusnya di jd 3 bagian: introduction, body, conclusion	PF-R#1-D-d2-3	>Their names ...tambah `are'	PF-R#1-D-d3-3	>put verbnya krg `s'
PF-R#1-D-d1-4	>The announcer-nya krg `s' soalnya jamak	PF-R#1-D-d2-4	>them are themselves - influence?	PF-R#1-D-d3-4	>like krg `s'
PF-R#1-D-d1-5	>Ticket-nya krg `s' - jamak	PF-R#1-D-d2-5	>He is still ...seharusnya ga' usah pake still	PF-R#1-D-d3-5	>sound krg `s'
PF-R#1-D-d1-6	>They are often talking....ga `sah pake to be soalnya present	PF-R#1-D-d2-6	>Has seharusnya had	PF-R#1-D-d3-6	>show krg `s'
PF-R#1-E-d1-1	>Dipersingkat	PF-R#1-D-d2-7	>like krg `s'	PF-R#1-D-d3-7	>Accidentally, I found ditulis sebelum kalimat sebelumnya
PF-R#1-E-d1-2	>Nggak usah pakai `It' kan udah jelas	PF-R#1-D-d2-8	>radio's ga' usah pake `s'	PF-R#1-D-d3-8	>he seharusnya they
PF-R#1-E-d1-3	>difficulties...kurang preposisi, jadi pakai `In'	PF-R#1-D-d2-9	>Dagi like ...like kurang `s'	PF-R#1-D-d3-9	>speaker krg `s'
PF-R#1-E-d1-4	>Me..huruf `M' kecil aja	PF-R#1-D-d2-10	>thinking ditambah kata about	PF-R#1-D-d3-10	>teacher krg `s' krn jamak
PF-R#1-E-d1-5	>Start harusnya started (paste tense, karena ada keterangan `since')	PF-R#1-D-d2-11	>about the language... yg ini ga' usah ditulis	PF-R#1-D-d3-11	>kurang teliti sm yg kecil-kecil
PF-R#1-E-d1-6	>Don't harusnya didn't	PF-R#1-D-d2-12	>They...krg to be `are'	PF-R#1-D-d3-12	>tulisannya dah bagus
PF-R#1-E-d1-7	>Is jadi was karena 'past' to be nya menjadi `was'	PF-R#1-D-d2-13	>salahnya kebanyakan slh yg kecil-kecil	PF-R#6-E-d3-1	>But it is not easy to learn a new language, lebih baik dihilangkan aja
PF-R#1-E-d1-8	>Get harusnya got	PF-R#1-E-d2-1	>But in EF all teacher	PF-R#1-E-d3-2	>Rare harusnya seldom
PF-R#1-E-d1-9	>talk harusnya talked (past, pakai V2)	PF-R#1-E-d2-2	>Jangan langsung all teacher	PF-R#1-E-d3-3	>foreign dihilangkan aja
PF-R#1-E-d1-10	>speak harusnya spoke	PF-R#1-E-d2-3	>which better: `people can also talk' or `people also can talk'	PF-R#1-E-d3-4	>Dijelasin film yg menggunakan bhs. Inggris
PF-R#1-E-d1-11	>People in Indonesian diganti menjadi Indonesian people ya....	PF-R#1-E-d2-4	>Speak their opinions up	PF-R#1-E-d3-5	>Stay s, jangan pakai `S'
PF-R#1-E-d1-12	>Ability harusnya abilities	PF-R#1-A-d2-1	>.....effect as well is death. (ini diberi penjelasan ya...?)	PF-R#1-E-d3-6	>School s, jangan pakai `S'
PF-R#1-A-d1-1	>Judulnya kurang spesifik	PF-R#1-A-d2-2	>...drug.. kurang `S'	PF-R#1-E-d3-7	>International s, jangan pakai `S'
PF-R#1-A-d1-2	>Saying harusnya Words	PF-R#1-N-d2-1	>He....siapa?	PF-R#1-A-d3-1	>I have no idea to correct ur writing, it's to perfect
PF-R#1-N-d1-1	>Kenapa ga "Astri, you and I"	PF-R#1-N-d2-2	>Eat some ...apa Silent storm	PF-R#1-N-d3-1	>Essay nya udah bagus...(n-n)
PF-R#1-N-d1-2	>Us harusnya We	PF-R#1-N-d2-3	>Tulis "eat some /Silent storm" biar jelas, gua bingung ama pronoun nya buat siapa?	PF-R#2-D-d3-1	>enough cheerful ...kalo kalimatnya kaya gini, terlalu Indonesia sekali
PF-R#1-N-d1-3	>Mama itu orang. Jadinya hurufnya harus gede	PF-R#1-N-d2-4	>Anything...(It better Placed "everything")	PF-R#2-D-d3-2	>family is consist ...kalo pake "to be" pasti V-ing
PF-R#1-N-d1-4	>Salahnya cuman sedikit koq...jangan panik ya nda he....	PF-R#1-N-d2-5	>Pronounya dijelasin jgn ngebingingin	PF-R#2-D-d3-3	>parents,one...habis koma spasi dulu

PF-R#2-D-d1-1	>oldest harusnya eldest	PF-R#1-N-d2-6	>Salahnya cuma sedikit	PF-R#2-D-d3-4	>disobeys with ...terlalu Indonesia
PF-R#2-D-d1-2	>antara years-old g' pakai spasi ya?	PF-R#2-D-d2-1	>introduction udah cukup bagus. tapi kalau bisa ditambahin lagi sedikit	PF-R#2-D-d3-5	>different with,,"different" udah dari sananya pasangannya "from"
PF-R#2-D-d1-3	>a bad habits ga' pake article 'a'	PF-R#2-D-d2-2	>seharusnya kalo bikin essay deskripsi, bikinnya lebih spesifik tentang fisiknya..atau bikin setidaknya orang yg membaca bisa mcnggambarkan dlm pikirannya	PF-R#2-D-d3-6	>sesudah High School harusnya ditambah where is
PF-R#2-D-d1-4	> sleeper, maksudnya'?	PF-R#2-D-d2-3	>kalimat terakhir pada paragraph ke 1 ditulis: Her name is.... She is 2-1. I like her so much. The reasons why I like her so much are her personality and her life.	PF-R#2-D-d3-7	>near my house sebelum my harusnya ditambah from
PF-R#2-D-d1-5	>untuk skin, bukan white tapi fair	PF-R#2-D-d2-4	>pada awal kalimat paragraph ke-2 ditambah: The first reason is her personality	PF-R#2-D-d3-8	>the theater harusnya cinema
PF-R#2-D-d1-6	>anything with her.... susah jelasinnya	PF-R#2-D-d2-5	>pada awal paragraph ke-3. ditulis: The second reason is her life	PF-R#2-D-d3-9	>like harusnya with
PF-R#2-D-d1-7	>use, seharusnya wears	PF-R#2-D-d2-6	>pada paragraph terakhir, ditulis: In short, her personality and life make me interested	PF-R#2-D-d3-10	>sents pulse harusnya sends credits
PF-R#2-D-d1-8	>teacher harus pakai article di depannya	PF-R#2-E-d2-1	>Nothing harusnya No	PF-R#2-D-d3-11	>problem kurang 's'
PF-R#2-D-d1-9	>untuk kata Muhammadiyah harus dicetak miring karena bukan b. Inggris	PF-R#2-E-d2-2	>Save harusnya keep	PF-R#2-E-d3-1	>important to harusnya important for you
PF-R#2-D-d1-10	>she had married harusnya she has married	PF-R#2-E-d2-3	>It's important cos you can show your carefulness	PF-R#2-E-d3-2	>friends seharusnya many friend
PF-R#2-D-d1-11	>My brother in law seharusnya bukannya ada spasinya?	PF-R#2-E-d2-4	>With them and make feel proud of having a close friend like you	PF-R#2-E-d3-3	>As a social human being you need to interact with others, that's way..
PF-R#2-E-d1-1	>you know well and like harusnya knows and likes you well	PF-R#2-E-d2-5	>Cos you always make cheer up their days, always accompany them	PF-R#2-E-d3-4	>The ways how ...hapus, ganti There are many ways to be a good friend
PF-R#2-E-d1-2	>Way tambah 'S'	PF-R#2-E-d2-6	>Cos you 're a good friend no matter the situation	PF-R#2-E-d3-5	>They harusnya them
PF-R#2-E-d1-3	>They harusnya them	PF-R#2-E-d2-7	>Make them feel comfortable and happy beside you	PF-R#2-E-d3-6	>Life harusnya lives
PF-R#2-E-d1-4	>Live harusnya life	PF-R#2-E-d2-8	>Make they feel important in your life	PF-R#2-E-d3-7	>You cheer their days up (better)
PF-R#2-E-d1-5	>You must help them to save their problems	PF-R#2-E-d2-9	>Live without friends like no stars in the sky	PF-R#2-E-d3-8	>Their harusnya they
PF-R#2-E-d1-6	>You ought to...	PF-R#2-E-d2-10	>Body harus lebih panjang	PF-R#2-E-d3-9	>Anything harusnya everything
PF-R#2-E-d1-7	>You must keep...	PF-R#2-N-d2-1	>...moment? harusnya tambah 'in your life'	PF-R#2-E-d3-10	>Once time (hilangkan time) sama dengan one time
PF-R#2-E-d1-8	>Protect they harusnya keep their	PF-R#2-N-d2-2	>...moment. harusnya tambah 'in this life'	PF-R#2-N-d3-1	>...quickly ...tulisnya dibelakang ya..
PF-R#2-E-d1-9	>Make them believe to you that...	PF-R#2-N-d2-3	>Shy harusnya 'shame to my self'	PF-R#2-N-d3-2	>Shouted loudly to call my sister harusnya called my sister loudly
PF-R#2-E-d1-10	>Always -> you have to...	PF-R#2-N-d2-4	>always requested harusnya 'use to asked'	PF-R#2-N-d3-3	>Did harusnya to do
PF-R#2-E-d1-11	>Has harusnya of having a..	PF-R#2-N-d2-5	>Her for harusnya for her atau about	PF-R#2-A-d3-1	>sudah distepler, benar
PF-R#2-E-d1-12	>She harusnya they	PF-R#2-N-d2-6	>Finaly harusnya finally	PF-R#2-A-d3-2	>penulisan judul sudah
PF-R#2-N-d1-1	>Achild harus ada spasinya	PF-R#2-N-d2-7	>Approached me harusnya appear from inside the room and came to me	PF-R#2-A-d3-3	>Judulnya sudah cukup menarik untuk dibaca
PF-R#2-N-d1-2	>"back" nya harus menjelaskan sesuatu	PF-R#2-N-d2-8	>Street side harusnya side walk	PF-R#2-A-d3-4	>Introductorynya sudah bagus
PF-R#2-N-d1-3	>Wited harusnya 'waited', kesalahan kecil harus diperhatikan	PF-R#2-N-d2-9	>Back to my house harusnya back home	PF-R#2-A-d3-5	>Setiap kalimat sudah lengkap subject dan predikatnya
PF-R#2-N-d1-4	>...alone, I still ...(penempatan 'but' mungkin akan membuat kalimatnya lebih baik	PF-R#2-A-d2-1	>tdk disteples	PF-R#2-A-d3-6	>Sudah ingat memberi nomor halaman, ingat terus ya!!!

PF-R#2-N-d1-5	>Confused harusnya confused	PF-R#2-A-d2-2	>point no 2 udah bener, baguz...	PF-R#3-D-d3-1	>types ganti 'good characteristics'
PF-R#2-N-d1-6	>Fetl harusnya felt	PF-R#2-A-d2-3	>judul sdh menarik	PF-R#3-D-d3-2	>In looking ganti 'performance'
PF-R#2-N-d1-7	>Laughs harusnya laughed	PF-R#2-A-d2-4	>judul tdk diberi titik, udah sesuai panduan	PF-R#3-D-d3-3	>Done ganti 'does'
PF-R#2-N-d1-8	>Remebered harusnya remember	PF-R#2-A-d2-5	>tanda bacanya sdh nempel	PF-R#3-D-d3-4	>Whenever ganli 'where'
PF-R#2-N-d1-9	>Harus ditambahkan kalimat lagi	PF-R#2-A-d2-6	>gw gaq ngerti maksudnya apa?	PF-R#3-D-d3-5	>I think is enough
PF-R#2-A-d1-1	>Exlpnation about the defination is quite good	PF-R#2-A-d2-7	>sesudah titik, koma, tanda tanya, seru spasinya 2 ketukan	PF-R#3-D-d3-6	>There is a sentence that not clear, try to rewrite
PF-R#2-A-d1-2	>behavior --> coba cek kamus	PF-R#2-A-d2-8	>karena sex education tunggal maka 'make' ditambahkan 's'	PF-R#3-D-d3-7	>I think it's good enough, but you have to rewrite again for the next correction
PF-R#2-A-d1-3	>and diganti koma aj	PF-R#2-A-d2-9	>that dihapus aja ga ush pke that	PF-R#3-E-d3-1	>To ganti 'In'
PF-R#2-A-d1-4	>and ini gaq papa klo 'and' yag sebelumnya dah diganti koma	PF-R#2-A-d2-10	>topik essaynya sangat menarik untuk dibaca	PF-R#3-E-d3-2	>I always harusnya 'they usually'
PF-R#2-A-d1-5	>and maksudnya apa abis sex' langsung titik aja trus 'and' nya dipindahin ke bis 'Aims'	PF-R#2-A-d2-11	>Essaynya sudah memenuhi syarat: diketik dgn komputer, jaraknya 1,5 spasi, kertasnya A4, times new roman, 12.	PF-R#3-E-d3-3	>I ganti 'they'
PF-R#2-A-d1-6	>Introductorynya sudah berkembang lebih baik dari essay2 sebelumnya	PF-R#2-A-d2-12	>judulnya menarik	PF-R#3-E-d3-4	>Sometimes people ganti 'they usually'
PF-R#2-A-d1-7	>komanya disini aja	PF-R#2-A-d2-13	>Setiap kalimat diawali dgn Subject kemudian predikat, sudah benar	PF-R#3-E-d3-5	>Sometimes they go there whenever they have many problems'
PF-R#2-A-d1-8	> tanda , hilangkan	PF-R#2-A-d2-14	>Antara subject dan predikat tdk ada koma, sudah benar	PF-R#3-N-d3-1	>I am better harusnya I am getting better
PF-R#2-A-d1-9	>to enchance dirubah jd noun biar paralel enhancement	PF-R#2-A-d2-15	>advertising ini bukan noun, ini verb diganti advertisement	PF-R#3-N-d3-2	>Even jangan diawal kalimat
PF-R#2-A-d1-10	>is dihilangkan aj	PF-R#2-A-d2-16	>in their period, they are not proper to talk about sex and sexuality	PF-R#3-N-d3-3	>But tidak boleh diawal kalimat
PF-R#2-A-d1-11	>this -->these	PF-R#2-A-d2-17	>the hilangkan	PF-R#3-N-d3-4	>us. We....(refers to)
PF-R#2-A-d1-12	>make teenagers dihilangkan aj..	PF-R#2-A-d2-18	>tambahkan the	PF-R#3-N-d3-5	>Basically, it is good enough, but you must consist on the subject and pay attention in using the first word on your sentences
PF-R#2-A-d1-13	>habid; apa maksudnya? 'habit' ya?	PF-R#2-A-d2-19	>tambahkan can	PF-R#3-N-d3-6	>There are several wrong choice of words
PF-R#2-A-d1-14	>relation --> relating	PF-R#2-A-d2-20	>Pesan yang disampaikan sudah bisa diketahui (kita harus mempunyai pengetahuan ttg sex, karena sex itu tidak tabu lagi	PF-R#3-N-d3-7	>It's good enough essay, but please don't do a silly mistake because it will make all our sentence wrong
PF-R#2-A-d1-15	>binds gaq usah pake 's' soalnya nounnya khan plural	PF-R#2-A-d2-21	>tambahkan who	PF-R#3-A-d3-1	>look kurang ed
PF-R#2-A-d1-16	>and diganti koma	PF-R#2-A-d2-22	>espcially jadi especially	PF-R#3-A-d3-2	>young...hapus aja
PF-R#2-A-d1-17	>abuse and exploitation diganti abusing n exploitating biar paralel	PF-R#2-A-d2-23	>sdh diberi nomor hal	PF-R#3-A-d3-3	>the time...kurang when
PF-R#2-A-d1-18	>tambahin 'the'	PF-R#3-D-d2-1	>Please pay attention to the subject at your article	PF-R#3-A-d3-4	>that....ditambahin lagi, more specific plz
PF-R#2-A-d1-19	>tambahin 'are'	PF-R#3-D-d2-2	>Jangan sering mengulang 'Subject'	PF-R#3-A-d3-5	>we...refers to
PF-R#2-A-d1-20	>mungkin kalau dikasih 'koma' akan lebih baik	PF-R#3-D-d2-3	>Pada Introduction' subject tidak boleh dua orang 'He'/' She'	PF-R#3-A-d3-6	>to want ganti eager
PF-R#2-A-d1-21	>gaq pke 's' kan another	PF-R#3-D-d2-4	>Harus salah satu saja yang untuk diceritakan	PF-R#3-A-d3-7	>on to the outside ganti in every where
PF-R#2-A-d1-22	>and kasih conj also	PF-R#3-D-d2-5	>tnda /, ga boleh -> or	PF-R#3-A-d3-8	>Punctuation
PF-R#2-A-d1-23	>and ganti also	PF-R#3-D-d2-6	>tambah his	PF-R#3-A-d3-9	>....questions kurang of

PF-R#2-A-d1-24	>takes diilangin 's'nya kan nounnya plural	PF-R#3-D-d2-7	>dipindah I think ke dpan	PF-R#3-A-d3-10	>so they are always ganti make them
PF-R#2-A-d1-25	>advising ganti advise	PF-R#3-D-d2-8	>he's ga perlu, paralel	PF-R#3-A-d3-11	>to buang aja
PF-R#2-A-d1-26	>providing ganti provide	PF-R#3-D-d2-9	>He's jadi He is	PF-R#3-A-d3-12	>easy harusnya easyly
PF-R#2-A-d1-27	>habbitual little mistake	PF-R#3-D-d2-10	>He'll jadi He will	PF-R#3-A-d3-13	>There are some wrong choice of words
PF-R#2-A-d1-28	>passive voice tobe + V3 jangan lupa, ya	PF-R#3-D-d2-11	>titik jadi koma	PF-R#3-A-d3-14	>Pay attention in typing and choosing some word
PF-R#2-A-d1-29	>don't; kalau menulis essay akan lebih baik lagi kalau tidak disingkat	PF-R#3-D-d2-12	>be dihilangkan	PF-R#3-A-d3-15	>Develop again!!
PF-R#3-D-d1-1	>Artikel ok, tapi masih ada yang kurang pas kalimatnya	PF-R#3-D-d2-13	>tambahkan a	PF-R#4-N-d3-1	>Would itu modal aux, jadi diikutin V1, tidak pakai To...
PF-R#3-D-d1-2	>Your article is good, but please increase/ improve again your article	PF-R#3-E-d2-1	>Park is a.....taruh di bawah and tell the point of the function of the park	PF-R#4-N-d3-2	>Sentence Agreement diperhatikan lagi
PF-R#3-D-d1-3	>Article masih ada sedikit yang salah	PF-R#3-E-d2-2	>So many people like to spend their time for hours in the park	PF-R#4-N-d3-3	>Present Perfect itu harus Has/ Have + V3
PF-R#3-D-d1-4	>Grammar masih ada yang salah sedikit lagi	PF-R#3-E-d2-3	>Bag. Introduction sesingkat-singkat mungkin	PF-R#4-N-d3-4	>And tidak boleh di depan
PF-R#3-D-d1-5	>Lebih dikembangkan lagi agar lebih panjang...	PF-R#3-E-d2-4	>Baru body menjelaskan apa yang ditulis di thesis statement	PF-R#4-N-d3-5	>'In' itu preposition jadi kalau diikutin V, maka V-nya jadi V-ing
PF-R#3-D-d1-6	>'good in shape' ganti 'in a good shape'	PF-R#3-E-d2-5	>To ganti 'In'	PF-R#4-E-d3-1	>Bagoes...tapi Plural nya diperhatiin lagi...
PF-R#3-D-d1-7	>doesn't to ganti rare	PF-R#3-E-d2-6	>Why, where, when, pengembangan point	PF-R#4-E-d3-2	>Separate diganti divorce
PF-R#3-D-d1-8	>hilangkan the	PF-R#3-E-d2-7	>Penguraian introduction	PF-R#4-E-d3-3	>Let's being a good citizen for our country, Indonesia
PF-R#3-D-d1-9	>hilangkan the	PF-R#3-E-d2-8	>Yang disebutin pertama function nya dulu : people can....	PF-R#4-D-d3-1	>Judulnya di ganti / di spesifikan
PF-R#3-D-d1-10	>hapus aja to the both those place	PF-R#3-E-d2-9	>I always ...ganti 'they usually'	PF-R#4-D-d3-2	>Diperhatiin tenses, article...
PF-R#3-D-d1-11	>have ganti had	PF-R#3-E-d2-10	>I ganti 'they'	PF-R#4-D-d3-3	>Smile and laugh harusnya tambah 'S'
PF-R#3-D-d1-12	>tambah they	PF-R#3-E-d2-11	>Me ganti 'them'	PF-R#4-D-d3-4	>Even she ever maksudnya apa?
PF-R#3-D-d1-13	>tambah 's' pd gift	PF-R#3-E-d2-12	>People ganti 'they'	PF-R#4-D-d3-5	>All of her friend.. structure 3/2 di baca lagi ya
PF-R#3-E-d1-1	>Are buang aja	PF-R#3-E-d2-13	>Conclution semua point disatukan, dibuat menjadi satu dari yang di atas	PF-R#4-D-d3-6	>Can't solved harusnya 'can't be solved' Modal passive
PF-R#3-E-d1-2	>Ussually harusnya 'usually'	PF-R#3-N-d2-1	>neighbor harusnya neighbour, kurang ya mbak...	PF-R#4-D-d3-7	>Attractive harusnya 'attract'
PF-R#3-E-d1-3	>spend for ...jadi spend my time	PF-R#3-N-d2-2	>it really harusnya it is really	PF-R#4-D-d3-8	>Has harusnya 'to have'
PF-R#3-E-d1-4	>Beautiful harusnya 'beautifuly'	PF-R#3-N-d2-3	>I do harusnya I have done	PF-R#4-D-d3-9	>Tenses, infinitive article
PF-R#3-E-d1-5	> They going harusnya 'they are going'	PF-R#3-N-d2-4	>now I look so stylist harusnya I look so stylist now	PF-R#4-A-d3-1	>Cuma sedikit salahnya, tapi dah bagus koq....
PF-R#3-E-d1-6	>It ganti 'there'	PF-R#3-N-d2-5	>For now...(necessary in front of sentences)	PF-R#4-A-d3-2	>Word choice nya diperhatiin ya....?
PF-R#3-E-d1-7	>Thet harusnya 'that'	PF-R#3-N-d2-6	>bad glass harusnya bad glasses	PF-R#4-A-d3-3	>They ganti 'children'
PF-R#3-E-d1-8	>And also jadi 'and it also'	PF-R#3-N-d2-7	>But....(necessary in front of sentences)	PF-R#4-A-d3-4	>Role seharusnya 'rule'
PF-R#3-N-d1-1	>sebelum I was di tambah kata-kata sambung	PF-R#3-N-d2-8	>We...(refers to?)	PF-R#4-A-d3-5	>A big mistake on choosing word...
PF-R#3-N-d1-2	>Bikin jadi past tense	PF-R#3-N-d2-9	>hate ness harusnya hateness (digabung)	PF-R#4-A-d3-6	>Word choice diperhatiin...!
PF-R#3-N-d1-3	>get ashamed harusnya got ashamed	PF-R#3-N-d2-10	>Cerita cukup menarik	PF-R#4-A-d3-7	>Kurang conjunction
PF-R#3-N-d1-4	>asked me harusnya advised me	PF-R#3-N-d2-11	>Structure sudah cukup baik	PF-R#4-A-d3-8	>Good enough...watch for ur word choice
PF-R#3-N-d1-5	>to that fitness harusnya the fitness	PF-R#3-N-d2-12	>Dalam proses pengetikan lebih diperhatikan lagi ada yg kurang	PF-R#5-N-d3-1	>The maker answered and explained

PF-R#3-N-d1-6	>we always harusnya I always	PF-R#3-N-d2-13	>Cerita menarik	PF-R#5-N-d3-2	>Tertarik - He was interested
PF-R#3-N-d1-7	>like not harusnya for instance not	PF-R#3-N-d2-14	>The subject is not consist	PF-R#5-N-d3-3	>'T' tarik: he was intersted, cobalah untuk tidak ada lagi kesalahan-kesalahan kecil, where pages..?
PF-R#3-N-d1-8	>to eat harusnya eating	PF-R#3-A-d2-1	>this and that, Indonesia banget	PF-R#5-N-d3-4	>Role in the sentence
PF-R#3-N-d1-9	>etc jangan dipakai	PF-R#3-A-d2-2	>Cosumption = television program	PF-R#5-D-d3-1	>With ganti 'to'
PF-R#3-N-d1-10	>contains much harusnya contains of much	PF-R#3-A-d2-3	>in this case....hapus aja	PF-R#5-D-d3-2	>Read ur grammar book again
PF-R#3-N-d1-11	>I never knew harusnya I didn't realize	PF-R#3-A-d2-4	>Well enough, still have not finish	PF-R#5-D-d3-3	>Please, use suitable preposition,"T'tarik" use passive sentence
PF-R#3-N-d1-12	>think harusnya thought	PF-R#3-A-d2-5	>Pay attention to the silly mistakes and the tenses	PF-R#5-A-d3-1	>Still ur tenses and word choice....
PF-R#3-N-d1-13	>wear the harusnya wore	PF-R#3-A-d2-6	>Develop the sentences	PF-R#5-A-d3-2	> Doesn't harusnya don't
PF-R#3-N-d1-14	>say that harusnya said that	PF-R#4-N-d2-1	>The reasons why I can't focus to the lessons are felling sleepy and hungry - Thesis statement	PF-R#5-A-d3-3	>Is harusnya 'are'
PF-R#3-N-d1-15	>I go to harusnya I went	PF-R#4-N-d2-2	>Transtitions marker ex, at first....	PF-R#5-A-d3-4	>Because ganti 'and'
PF-R#3-N-d1-16	>try to, harusnya are going to..	PF-R#4-N-d2-3	>Transtitions marker. second is.....	PF-R#5-A-d3-5	>without electricity.... ganti 'sometimes the train are crossing without electricity n announcement'
PF-R#3-N-d1-17	>Grammar mistake different between present and past	PF-R#4-N-d2-4	>Masukan ke Thesis statement	PF-R#5-A-d3-6	>Get kurang 's' your tenses???
PF-R#3-N-d1-18	>Pemilihan kata-kata lebih teliti lagi	PF-R#4-N-d2-5	>Baca fotocopian "the process of writing" untuk bikin Thesis Statement yang bener !	PF-R#5-A-d3-7	>Your plural and the sentence agreement
PF-R#3-N-d1-19	>Interesting story, but your grammar must better in draft 2	PF-R#4-N-d2-6	>Hati-hati ! dengan sentence agreement	PF-R#5-A-d3-8	>sailor kurang `s`
PF-R#3-N-d1-20	>Perhatikan article	PF-R#4-N-d2-7	>Want itu Invinitive jadi harus diikuti sama To. Ok ???	PF-R#5-A-d3-9	>Ur sentence agreement, (have - >has)
PF-R#3-A-d1-1	>Judul, ...OF FREE STYLE, too general	PF-R#4-E-d2-1	>Sentence agreement diperhatiin...	PF-R#5-E-d3-1	>Kalo udah ada `every` 's' nya harus hilang, coba cek buku structure nya
PF-R#3-A-d1-2	>Judul harusnya, youth life in Indonesia nowadays	PF-R#4-E-d2-2	>I Have diganti Has	PF-R#5-E-d3-2	>Nggak usah pake `the`
PF-R#3-A-d1-3	>Life style....ganti youth life in Indonesia	PF-R#4-E-d2-3	>Time " jam kale...."	PF-R#5-E-d3-3	>Ask=>V, forgivennes=> N, jadi lebih baik di tambahkan 'to', untuk menyambung pada obyeknya
PF-R#3-A-d1-4	>social = freesex	PF-R#4-E-d2-4	>Sentence agreement lagi niey...	PF-R#5-E-d3-4	>It's, Itsn't ...kalo menulis essay, lebih baik jangan disingkat
PF-R#3-A-d1-5	>relations = kehidupan remaja yang kepingin	PF-R#4-E-d2-5	>Punctuation...	PF-R#5-E-d3-5	>moslem.."M" di paragraph pertama huruf kapital, jadi harus konsekuen
PF-R#3-A-d1-6	>cosumption berhubungan dengan drug	PF-R#4-E-d2-6	>All the citizens (lihat structure lagi ya..?)	PF-R#5-E-d3-6	>Have => has
PF-R#3-A-d1-7	>entertainment = kehidupan malam	PF-R#4-E-d2-7	>Thief harusnya Thieves	PF-R#5-E-d3-7	>"every" itu singular coba cek buku structure nya?
PF-R#3-A-d1-8	>dress = update style	PF-R#4-E-d2-8	>Poverty tambah 'ies' (plural) Sentence agreement masih salah	PF-R#5-E-d3-8	>They itu kan to be nya 'are'
PF-R#3-A-d1-9	>There are several....ganti uncontrolled emotion	PF-R#4-E-d2-9	>Singular dan plural, diperhatiin lagi...!	PF-R#5-E-d3-9	>Speaking harusnya 'words'
PF-R#3-A-d1-10	>going be..kurang to	PF-R#4-D-d2-1	>Udah bagus walaupun salahnya masih ada	PF-R#5-E-d3-10	>That ganti 'the'
PF-R#3-A-d1-11	>the harusnya have	PF-R#4-D-d2-2	>Left ganti 'leaves'	PF-R#5-E-d3-11	>Perhatikan kesalahan kecil yang mungkin sepele
PF-R#3-A-d1-12	>don't care of....ganti uncontrolled emotion	PF-R#4-D-d2-3	>I tell ganti 'have told'	PF-R#6-D-d3-1	>Introductionnya sudah bagus
PF-R#3-A-d1-13	>think kurang ing	PF-R#4-D-d2-4	>Cimahi.... ngarang!! di Jakarta kale...	PF-R#6-D-d3-2	>have money seharusnya ditambahkan 'much' karena banyak!!
PF-R#3-A-d1-14	>....consider kurang to	PF-R#4-D-d2-5	>Ami...namanya salah ni, nama orang jangan di karang	PF-R#6-D-d3-3	>Moto gp harusnya digabungin menjadi Motogp ya Ndie...
PF-R#3-A-d1-15	>almost all the harusnya most of the	PF-R#4-D-d2-6	>Ginjar....nama orang harus lengkap	PF-R#6-D-d3-4	>kata show nya kurang 's' karena jamak jadi seharusnya 'shows'

PF-R#3-A-d1-16	>explain more about how to avoid it	PF-R#4-D-d2-7	>To long harusnya 'too long'	PF-R#6-D-d3-5	>Ndha kata Held seharusnya pake kata kerja (V1) karena model kalimatnya present, Held (V2) menjadi Holds (V1)
PF-R#3-A-d1-17	>effect kurang s	PF-R#4-D-d2-8	>Smoked harusnya 'smoking'	PF-R#6-E-d3-1	>Respect pakai V+ing karena seperti kegiatan seperti 'I go fishing'
PF-R#3-A-d1-18	>of ganti on	PF-R#4-D-d2-9	>Weakness harusnya 'weaknesses'	PF-R#6-E-d3-2	>Ga usah pakai tanda petik
PF-R#3-A-d1-19	>Still have to add more explanation about the theme	PF-R#4-D-d2-10	>Looked harusnya 'looks'	PF-R#6-E-d3-3	>Under estimate digabungin, lihat kamus donk....
PF-R#3-A-d1-20	>Pay attention in writing long sentences	PF-R#4-D-d2-11	>Forgotten harusnya 'forgets'	PF-R#6-E-d3-4	>Ga usah pakai tanda petik, ko seneng amat sih pakai tanda petik...?
PF-R#3-A-d1-21	>Develop again the sentences!	PF-R#4-D-d2-12	>Boy friends harusnya tanpa 's'	PF-R#6-E-d3-5	>With-lebih baik pake to, 'with' Indonesia banget...!
PF-R#3-A-d1-22	>Grammar masih salah	PF-R#4-D-d2-13	>Sepertinya anda ini terlalu mengarang	PF-R#6-E-d3-6	>Just pray to the god-gak ada subyek
PF-R#4-N-d1-1	>To night seharusnya last night	PF-R#4-D-d2-14	>Perhatiin Grammar ...baca buku structure	PF-R#6-E-d3-7	>Lebih baik nggak usah pakai 'of mind', langsung aja 'step to enjoy'
PF-R#4-N-d1-2	>Reason-nya cuma 1 jadi bukan reasons	PF-R#4-A-d2-1	>Preposition pake V ing	PF-R#6-N-d3-1	>DH benar
PF-R#4-N-d1-3	>Penggunaan tanda baca menempel pada kata-nya	PF-R#4-A-d2-2	>Itu compel infinitive jadi pake to...	PF-R#6-N-d3-2	>Grammarnya juga dh benar 'KEREN'
PF-R#4-N-d1-4	>Subjeknya He jadi harus Gives	PF-R#4-A-d2-3	>Word choice diperhatiin, noun...infinitive...preposition...	PF-R#6-N-d3-3	>enthusiastic-->enthusiasticaly
PF-R#4-N-d1-5	>Kurang menggunakan T'o, jadi seharusnya To eat	PF-R#4-A-d2-4	>To ganti 'can'	PF-R#6-N-d3-4	>Tulisan u/ draft 3 udh bagus
PF-R#4-N-d1-6	>Yang kenapa a nice dream	PF-R#4-A-d2-5	>Photograph tambah 'er'	PF-R#6-A-d3-1	>Udah dibilang jangan tentang valen mulu, dasar...
PF-R#4-N-d1-7	>Want be - seharusnya want to be	PF-R#4-A-d2-6	>...rule...sebelumnya tambah 'having'	PF-R#6-A-d3-2	>Udah keren nih...
PF-R#4-N-d1-8	>Kalau masih kuliah di tempat tersebut, My campus is bukan was	PF-R#4-A-d2-7	>Want the jadi 'want to give the...'	PF-R#6-A-d3-3	>Bagian-bagiannya udah lumayan bagus nih...
PF-R#4-N-d1-9	>Happen with jadi Happen to	PF-R#4-A-d2-8	>World harusnya 'word'	PF-R#6-A-d3-4	>Abis titik, spasinya 2, udah bagus
PF-R#4-N-d1-10	>To breakfast jadi to have breakfast	PF-R#4-A-d2-9	>Sentence agreement diperhatiin, adj. clause diperhatiin...	PF-R#6-A-d3-5	>Walaupun temanya tetep si Rossi, tapi contentnya udah bagus
PF-R#4-N-d1-11	>I haven't time ditambah I haven't had time	PF-R#4-A-d2-10	>They can make their children to be good person	PF-R#6-A-d3-6	>RC211V, ini mesin motor ya..?
PF-R#4-N-d1-12	>Should I write jadi I should write	PF-R#4-A-d2-11	>Don't accordance jadi 'which are not according'	PF-R#6-A-d3-7	>What If I'd never Tried It, mentang-mentang punya bukunya
PF-R#4-N-d1-13	>15:00 pm jadi 3:00 pm aja, kalau mau 15:00 pakai O'clock	PF-R#4-A-d2-12	>V. nya diperhatiin...	PF-R#6-A-d3-8	>Paragraphnya bagus, bahasanya/Vocabularynya udah meningkat
PF-R#4-N-d1-14	>Walk jadi Goes	PF-R#5-N-d2-1	>S lebih baik di depan, biar setiap kalimat S jelas	PF-R#6-A-d3-9	>Xxx Xxxxxx, maksudnya si Vale ga mau nyebutin namanya Max Biaggi ya?!
PF-R#4-N-d1-15	>How poor am I jadi How poor I am	PF-R#5-N-d2-2	>...contest. Sebutkan dong namanya	PF-R#6-A-d3-10	>No comment, udah bagus, pusing bacanya, ga ngerti tentang motor
PF-R#4-E-d1-1	>Thesis statementnya udah bagus...	PF-R#5-N-d2-3	>Make the other paragraph	PF-R#6-A-d3-11	>Pokoknya lumayan deh
PF-R#4-E-d1-2	>sentence agreementnya masih ada yang belum benar...	PF-R#5-N-d2-4	>Thesisnya dalam kalimat terakhir sebutin aja rajanva biar pas		
PF-R#4-E-d1-3	>lihat buku stucture 3/4	PF-R#5-N-d2-5	>Kembangin lagi paragrafnya. misalnya kehidupan raja & ratu nya trus punya anak dech....		
PF-R#4-E-d1-4	>Punctuation.....?	PF-R#5-D-d2-1	>A little silly mistakes		
PF-R#4-E-d1-5	>Capacity ganti dgn capability	PF-R#5-A-d2-1	>It's good, but watch ur 'plural' thing...		
PF-R#4-E-d1-6	>Structurenya diinget lagi...	PF-R#5-A-d2-2	>We...it's better to erase it...		
PF-R#4-E-d1-7	>And, nggak boleh didepan ya...	PF-R#5-A-d2-3	>Watch ur tenses, punctuation, plural. word chooice...		

PF-R#4-E-d1-8	>Masih ada salah sentence agreement, Be careful!!	PF-R#5-A-d2-4	>Read ur grammar book ...preposition also...		
PF-R#4-E-d1-9	>Modal diikutin V 1 tp kalau Passive modal, modal+have+V3	PF-R#5-A-d2-5	>Have ganti 'has'		
PF-R#4-E-d1-10	>Always pakai V 1	PF-R#5-A-d2-6	>Didn't ganti 'don't'		
PF-R#4-E-d1-11	>Watch out , word order	PF-R#5-A-d2-7	>Fell eanti 'fall'		
PF-R#4-E-d1-12	>Help itu infinitive jadi diikutin 'to'	PF-R#5-A-d2-8	>Announcer ganti 'announcement'		
PF-R#4-D-d1-1	>Is harusnya 'has'	PF-R#5-A-d2-9	>Watch ur tenses and word chooice as well....		
PF-R#4-D-d1-2	>Sentence agreement perhatiin	PF-R#5-A-d2-10	>Flying ganti 'flight'		
PF-R#4-D-d1-3	>Understanding ganti 'understandable' adj. Cocoknya	PF-R#5-A-d2-11	>Of ganti 'on'		
PF-R#4-D-d1-4	>Looked ganti 'looks'	PF-R#5-A-d2-12	>Loose harusnya 'lose'		
PF-R#4-D-d1-5	>Views ganti 'sees'	PF-R#5-A-d2-13	>Well harusnva 'better'		
PF-R#4-D-d1-6	>Isn't ganti 'aren't'	PF-R#5-A-d2-14	>Vehicle not,..your tenses, Dina...?		
PF-R#4-D-d1-7	>Have been ganti 'had' krn present perfect, Have+V3	PF-R#5-A-d2-15	>To be in.....jadi for their own good/safety		
PF-R#4-D-d1-8	>Parent's say ganti 'parent's words'	PF-R#5-E-d2-1	>Everything...doesn't clear		
PF-R#4-D-d1-9	>Word choice perhatiin	PF-R#5-E-d2-2	>god.... capital letter		
PF-R#4-A-d1-1	>Give harusnya 'born'	PF-R#5-E-d2-3	>Wrong doing ...(sins)		
PF-R#4-A-d1-2	>Become ganti 'to be'	PF-R#5-E-d2-4	>To the harusnya 'for'		
PF-R#4-A-d1-3	>Successes harusnya 'successful'	PF-R#5-E-d2-5	>Kalo nulis 'the name of God' pake kapital letter ya....?		
PF-R#4-A-d1-4	>They don't ganti 'without'	PF-R#5-E-d2-6	>Becarefull with typeing		
PF-R#4-A-d1-5	>To ganti 'on'	PF-R#5-E-d2-7	> There are some grammatical mistake, wrong chooice of words		
PF-R#4-A-d1-6	>Pake kata-kata yang lebih cocok	PF-R#5-E-d2-8	>Only few lack of typing and used word actually it's a good essay		
PF-R#4-A-d1-7	>To be jadi 'succeeded to be'	PF-R#6-D-d2-1	>Tidak ada jenis karangannya		
PF-R#4-A-d1-8	>So it also jadi 'will be'	PF-R#6-D-d2-2	>Tidak ada kesimpulannya		
PF-R#4-A-d1-9	>Parent's ganti 'they'	PF-R#6-D-d2-3	>'Thesis Statement' nya salah		
PF-R#4-A-d1-10	>Change jadi 'chance'	PF-R#6-D-d2-4	>Introductorynya salah		
PF-R#4-A-d1-11	>For example ...di tambah contoh kongkrit/nyata	PF-R#6-D-d2-5	>Kalimat terakhir untuk conclusion diambil dari Thesis Statement		
PF-R#4-A-d1-12	>To parent's jadi'	PF-R#6-D-d2-6	>To conclude, Thesis Statement, masukan saran/ pendapat tentang Rossi		
PF-R#4-A-d1-13	>Ini pendapat loe....jadi ditambah pendapat orang. Untuk memulai pendapat orang. The other people think about the concept of being a good parent's like...	PF-R#6-E-d2-1	>Introduction + thesis statement nya 'Good'		
PF-R#4-A-d1-14	>Think harusnya 'things'	PF-R#6-E-d2-2	>Ga' usah pakai that langsung aja..... think it is		
PF-R#4-A-d1-15	>what their children want and let their children's...	PF-R#6-E-d2-3	>Pengamen, kondektur...Ga tau bhs inggrisnya..?! ya udah nggak apa2 dibolehkan deh buat indy...		
PF-R#5-N-d1-1	>Want harusnya wanted	PF-R#6-E-d2-4	>Puitis banget bahasanya, udah insaf ya...?		
PF-R#5-N-d1-2	>Found harusnya find	PF-R#6-N-d2-1	>Introduction + thesis statement udah bener		

PF-R#5-N-d1-3	>To ganti for	PF-R#6-N-d2-2	>ini lbh baik diletakan di belakang ya...		
PF-R#5-N-d1-4	>Maker harusnya makers	PF-R#6-N-d2-3	>gak usah ditulsi tambahkan aja and asked them		
PF-R#5-N-d1-5	>Oldest harusnya eldest	PF-R#6-N-d2-4	>they gave ditto the rule of the challenges		
PF-R#5-N-d1-6	>Because ganti As far as I know	PF-R#6-N-d2-5	>ga ush pke 'the'		
PF-R#5-N-d1-7	>Won't harusnya Don't want	PF-R#6-N-d2-6	>udh OK ni tulisannya		
PF-R#5-E-d1-1	>Dah bagus, tapi perhatikan plural nya ya...?	PF-R#6-N-d2-7	>kebahagian itu bhs Inggrisnya 'happiness'		
PF-R#5-E-d1-2	>Every ganti some	PF-R#6-N-d2-8	>he asked them		
PF-R#5-E-d1-3	>Tough harusnya taught	PF-R#6-N-d2-9	>ini salah, seharusnya they answered		
PF-R#5-E-d1-4	>Thought harusnya think	PF-R#6-N-d2-10	>ini juga salah, Sammy said		
PF-R#5-E-d1-5	>Perhatiin verb dan plural nya	PF-R#6-N-d2-11	>idem, they answered		
PF-R#5-E-d1-6	>Dina...you should should should definitely pay your attention to your grammar 'n tenses...	PF-R#6-N-d2-12	>Sammy asked		
PF-R#5-A-d1-1	>Almost every one have motorcycle	PF-R#6-N-d2-13	>Ditta and Dora said hapily		
PF-R#5-A-d1-2	>Get their buang aja	PF-R#6-N-d2-14	>He asked them once again		
PF-R#5-A-d1-3	>Nggak jelas printernya ya....?	PF-R#6-N-d2-15	>they said		
PF-R#5-A-d1-4	>Drunkard harusnya 'drunker'	PF-R#6-N-d2-16	>Dora said hapily		
PF-R#5-A-d1-5	>The big number of passengers can make the train fell down	PF-R#6-A-d2-1	>Kenapa topiknya ini sih, bosan deh..		
PF-R#5-A-d1-6	>Delay tambah 'ed'	PF-R#6-A-d2-2	>young boy, boy dihapus aja, karena udah jelas		
PF-R#5-A-d1-7	>Is ganti 'are'	PF-R#6-A-d2-3	>Bahasanya moto gp nya udah bagus, beritanya nggak bagus		
PF-R#5-A-d1-8	>Ada penulisan kata yang melenceng dari pemakaian waktu pada tulisan ini.	PF-R#6-A-d2-4	>Vocabularyularnya udah mulai susah nih, harus buka kamus dulu		
PF-R#5-A-d1-9	>Penggunaan spasi yang beda untuk memisahkan paragraf, seharusnya sama dengan yang lain	PF-R#6-A-d2-5	>him his maksudnya his kali ya?		
PF-R#5-E-d1-1	>Moslem kurang 's' perhatikan lagi pluralnya.	PF-R#6-A-d2-6	>Pake idiom juga ya, gua bingung nih bacanya, bagus deh, jadi no comment		
PF-R#5-E-d1-2	>Sunshine harusnya 'sunrise'	PF-R#6-A-d2-7	>Qatar Incident, insiden apaan? Jelasin ya?		
PF-R#5-E-d1-3	>Our good..ini maksudnya apa? Maksudnya 'God bukan?'	PF-R#6-A-d2-8	>Udah lumayan bagus		
PF-R#5-E-d1-4	>Emotion kurang 's'	PF-R#6-A-d2-9	>Kesimpulannya kurang banyak, tambahin aja setengah kalimat lagi		
PF-R#5-E-d1-5	>Can harusnya 'will'	PF-R#6-A-d2-10	>Baca buku panduan EDAN untuk argumentative		
PF-R#5-E-d1-6	>Can't harusnya 'won't'	PF-R#6-A-d2-11	>kreatif juga ya, naruh pendapat di conclusion		
PF-R#5-E-d1-7	>Part kurang 's'	PF-R#6-A-d2-12	>perhatikan punctuation		
PF-R#5-E-d1-8	>Afternoon harusnya 'evening'				
PF-R#5-E-d1-9	>Of the hapus aja				
PF-R#5-E-d1-10	>Member kurang 's'				
PF-R#5-E-d1-11	>With call harusnya 'by calling'				
PF-R#5-E-d1-12	>Pluralnya diperhatiin lagi ya...				
PF-R#6-D-d1-1	>'Lots' kok pakai 's'? 'Name'-nya sudah pakai 's'				

PF-R#6-D-d1-2	>'Is' kok ketemu 'd'?				
PF-R#6-D-d1-3	>Terjadi loncatan subyek, seharusnya Him diganti dengan nama orangnya 'VR'				
PF-R#6-D-d1-4	>Seharusnya setelah 'do' titik. Ganti kalimat baru				
PF-R#6-D-d1-5	>Subyek 'He' - 'Does'				
PF-R#6-D-d1-6	>Harusnya pakai 'to be' (Are)				
PF-R#6-E-d1-1	>Jangan pakai 'etc', sebaiknya 'and atau the other'				
PF-R#6-E-d1-2	>Hilangkan 'but' langsung letakan subyek diawal kalimat				
PF-R#6-E-d1-3	>Pemilihan katanya rada-rada susah, pakai reduce aja yg gampang atau familiar				
PF-R#6-E-d1-4	>Hurt seharusnya pakai V+ing jadi hurting yg artinya menyakiti				
PF-R#6-E-d1-5	>Anybody nggak ada bentuk jamaknya				
PF-R#6-E-d1-6	>Untuk menutup paragraf tambahin kalimat ini ya..So I teach people to show some love				
PF-R#6-E-d1-7	>Subyeknya kurang to be seharusnya I am karena grammar nya present				
PF-R#6-E-d1-8	>Respected dijadiin pasif, aktif aja...				
PF-R#6-E-d1-9	>All the.... ini kurang ok ya...but di cek lagi di buku ya...!!				
PF-R#6-N-d1-1	>Comparative dr old bukan oldest ,-->eldest ; setelah ni ndri, harusnya eldest				
PF-R#6-N-d1-2	>Challenging karena past maka pke ed -->challenged				
PF-R#6-N-d1-3	>with fast Indonesia sekali 'quickly				
PF-R#6-N-d1-4	>should far -->should be far				
PF-R#6-N-d1-5	>Bukan kalimat: The blood isn't only on her teeth but also on her face				
PF-R#6-N-d1-6	>when saw her gaq ada subject when they saw her				
PF-R#6-N-d1-7	>be seharusnya you must have had sucked, ya				
PF-R#6-N-d1-8	>kalimatnya terbalik-balik, answered nya dibelakang				
PF-R#6-N-d1-9	>enthusiastic -->enthusiasticly				
PF-R#6-N-d1-10	>as pasanganya dg as - as same as				
PF-R#6-N-d1-11	>satisfied seharusnya adverb menjadi satisfactorily				
PF-R#6-N-d1-12	>udah bagus (paragraph)				
PF-R#6-N-d1-13	>Klan -->clan				
PF-R#6-N-d1-14	>flash kurang artikel 'the'				
PF-R#6-N-d1-15	>as pasanganya dg as - as same as				

PF-R#6-N-d1-16	>aloud dengankeras harusnya menjadi 'loudly'				
PF-R#6-N-d1-17	>karena perfect tense jadi pake I had have ya ndi				
PF-R#6-N-d1-18	>kurang best, seharusnya the best record				
PF-R#6-N-d1-19	>kurang kata kerjanya see				
PF-R#6-N-d1-20	>Both and that tree were collide				
PF-R#6-N-d1-21	>Ga ush pke to be				
PF-R#6-N-d1-22	>sehabis modal + V 1				
PF-R#6-A-d1-1	>Judul salah, kan adjective, harusnya kontroversi of...				
PF-R#6-A-d1-2	>kurang spasi, harusnya dua ketukan				
PF-R#6-A-d1-3	>was nya diilangin aja, dan want jadi wanted				
PF-R#6-A-d1-4	>the ganti 'a' yang artinya seorang				
PF-R#6-A-d1-5	>But nggak boleh ada diawal kalimat, lebih baik dihapus atau diganti kata lain				
PF-R#6-A-d1-6	>Sebelum but seharusnya diletakan koma				
PF-R#6-A-d1-7	>every one nulisnya digabung				
PF-R#6-A-d1-8	>need kurang 's' karena jamak				
PF-R#6-A-d1-9	>the last hapus aja, tanpa the last is atau dengan the last is tidak masalah, namun mungkin lebih baik dihapus saja				
PF-R#6-A-d1-10	>the ganti his				
PF-R#6-A-d1-11	>Italian tambahin Rider aja				
PF-R#6-A-d1-12	>that salah ketik ejaan				
PF-R#6-A-d1-13	>move diganti removal aja, maksudnya perpindahan tapi pindahnya Vale...				
PF-R#6-A-d1-14	>provide harusnya provided				
PF-R#6-A-d1-15	>became harusnya become				
PF-R#6-A-d1-16	>way kok tidak ditambahin 's'				
PF-R#6-A-d1-17	>win harusnya winning, in vale winning, itu bisa tapi kalimatnya disini a vale win jadi tidak pakai -ing				
PF-R#6-A-d1-18	>attempted harusnya attempted				
PF-R#6-A-d1-19	>trulli harusnya Trulli, nama orang pakai huruf kapital				
PF-R#6-A-d1-20	>vale, nama orang pakai huruf kapital				
PF-R#6-A-d1-21	>kok present, kan 2005				
PF-R#6-A-d1-22	>Ferrari, mungkin bisa pakai apostrophe, tapi disini tanpa apostrophe pu bisa karena maksudnya pengendara ferrari, bukan si pengendara milik ferrari				
PF-R#6-A-d1-23	>Kurang tanda koma				

PF-R#6-A-d1-24	>You dihapus aja				
PF-R#6-A-d1-25	>all my harusnya all of my				
PF-R#6-A-d1-26	>being...tambah 'a'				
PF-R#6-A-d1-27	>prove kurang 's'				