IMPLEMENTING THE PEER RESPONSE TECHNIQUE TO IMPROVE THE STUDENTS' WRITING OF A PERSONAL RECOUNT TEXT

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Article Info	Abstract
	This classroom Action Research aims to observe the implementation of the Peer Response Technique to improve the students' writing personal recount text and their behaviour in writing activity. The participants were the students in class VIII A of SMPN 2 Sungai Raya which consisted of 31 students. Based on the teacher's direct observation, the students in this class faced some problems in writing a personal recount text. A mixed-method approach was used to collect the data. The observation sheet, field notes, and focus group interview were used to collect the qualitative data and the writing test was used to collect the students' writing score as the quantitative data. Three cycles were conducted in this research where each cycle consisted of three meetings. The findings of this research have shown that the implementation of the Peer Response Technique in the writing process was effective in improving not only the students' behaviour in writing activity but also the students' scores in writing personal recount text. The writing activities that were done in pairs could boost the students' confidence in writing. They could also have good communication and cooperation in every writing stage that they have to do. The feedback that the students gave to each other's writing improved their trust and their ability to learn from others' writing. Ultimately, the peer response could improve the students' writing personal recount text that was proved by the improvement of the student's writing score from cycle 1 to cycle 3.

INTRODUCTION

The curriculum 2013 requires junior high school students to learn some kinds of texts. They are the transactional text, interpersonal text, special functional text (announcement, short message, greeting card, and songs), and functional text (descriptive, recount text, narrative text, and report text). However, some elements in writing such as organization, grammar, spelling and punctuation sometimes make the students feel that writing is hard to do. As Polio & Williams (2009) as cited in Erkan & Bengu (2019) stated that writing in a second or foreign language is a difficult task that calls for cognitive abilities as well as prior knowledge of the genre, value, and culture of the target language. Therefore, teaching writing has to be managed not only by considering it as a part of the curriculum but also as a habitual process where the students can directly practice writing in the classroom.

One of the texts that should be learned by eighth-grade students is a Personal Recount Text. Based on the syllabus, the students are required to be able to write a short and simple personal recount text which tells the writer's personal experience. Based on the researcher's direct observation in teaching and learning activity in SMP Negeri 2 Sungai Raya especially in class VIII A, the students faced some problems in writing a personal recount text. The problem could be seen clearly from the students' writing scores where only a few students could pass the minimum standard score. The writing problems that were commonly faced by the students were idea development, paragraph organization, language features (the use of simple past tense), also mechanics (use of capitalization). Moreover, the researcher also observed the problems in the student's behaviour during the writing activity. Most of the students were just being passive during the teaching and learning activity. They also seemed to be less motivated to finish their writing task. Even worse, they could not finish their writing task or copy their friend's writing.

In the daily teaching and learning process, the writing strategy that is usually implemented is individual writing. In this strategy, the students have to conduct their text individually and work alone to complete their writing task. Then, the students will only get feedback from their teacher. Whereas, feedback can be obtained not only from the teacher but also from other learners (Rohmat & Sadikin, 2018). The individual writing strategy still cannot help the students to improve their skills in writing a personal recount text as well as their behaviour in writing activity. The students have less motivation in writing practice. They think that writing is not enjoyable because they cannot share their ideas or ask for someone's opinion about their writing. This situation made the student's problems in writing personal recount text kept repeating over and over again. Therefore, the teacher needed to choose and apply a different teaching technique that was considered effective in solving the students' problems.

To solve the students' problems in writing a personal recount text, the researcher decided to implement a teaching technique called the "Peer Response Technique". Peer response

is a learning technique that is implemented by using the cooperative learning method. In this technique, the students work together in pairs, give comments on one another's work or performance, and provide feedback on strengths, weaknesses, and suggestions for improvement (Kitchakarn, 2012; Loan, 2017)). Kaweera, et.al (2019) stated that this is important for writing teachers to provide peer work activities for low-proficiency students as this may lower the student's anxiety and foster their self-confidence, compared with completing tasks individually.

In the peer response technique, there are several terms for writing activities that are done by peers. Liu & Edwards (2018) describe the term peer response as the umbrella term of other terms, such as peer feedback, peer-review, and peer assessment or peer-editing in second-language writing. Peer response is considered a common practice applied to enhance the writing skills of language learners in language classes. It is also a strategic source in the effective writing process (Polio and Williams, 2019) as cited in (Ishak & Mulyanah, 2017; Yuce & Aksu Atac, 2019). The typical stages of the writing process proposed by Tomkins (2004) as cited in (Xhama, 2017). During the writing process, a stage may be skipped but can be returned later. There are five stages of the writing process as follows: Pre-writing, drafting, revising, editing, and publishing. Peer response is recommended as an alternative technique during writing activities because it gives the students more options to consider when they revise their writing. As Fatoni (2016) stated that peer response is recommended as an alternative technique during writing activities because it gives them more options to consider when they revise their peer's writings. The students will be more engaged in the writing process, not only as the writer but also as the response giver on their peer's writing.

The Peer Response Technique is applied in the writing process approach where the students are taught to write through some process of writing. Nordin (2017) and Xhama (2017) stated that writing as a process generally brings a positive impact on the students' writing. The process of writing includes some steps such as prewriting, drafting, revising, editing, and publishing. The activity in this technique brings significant changes from teacher-centred learning to student-centred learning. The writer put more concern in the editing process where the students are taught to be an editor for themselves. As Azeez (2021) stated that one of the main steps in writing is editing. In this stage, all work can be reviewed, evaluated, and revised, even before any text has been produced at all (Hyland, 2003). Huisman, et al (2018) stated that the peer feedback process has covered aspects of both providing and receiving feedback. That is why by applying the peer response technique, the students can be more independent inside and outside the classroom to improve their writing skills. Thus, they can develop their writing skill as much as possible (Merina et al., 2019).

The kind of text that is used in this study is a Personal Recount Text. According to Knapp & Watskin (2005) as cited in Sianturi et al (2020, p. 121) "Recount text is a text which lists and describes past experiences by retelling events in the order in which they happened in the chronological order". The purpose of a recount text is to inform or retell

events that have happened in the past and (or) to entertain the readers (Napitupulu et al., 2014, p. 28). According to Lancashire Council (2008) as cited in Husna & Multazim (2019, pp. 55–56) a recount text the generic structure of a recount text consists of an orientation, events, and re-orientation.

Orientation is the first part of the Recount Text. It begins by telling the reader who was involved, what happened, the location, and the time of the event. Orientation gives the reader the background information needed to understand the text and they would recognize the scene setting and the context of the text. Event is the main activities that occur in the story of the text. In writing a recount text, events are ordered in a chronological sequence. Additional details are also added in this part to give more information to the reader related to the experience. It can also make the writing more enjoyable to read. The last part of the generic structure is Re-orientation. Re-orientation is a closing step of a statement that includes elaboration. Several recount texts also have a concluding paragraph. In this concluding paragraph, the writer could give a personal comment or feeling toward the experience, a closing statement, and also share a reflection that describes what they will do in the future.

Previous quantitative studies related to this study were conducted by Mujtaba et al (2021); Pratama & Arriyani (2021); Rohmat & Sadikin (Rohmat & Sadikin, 2018) have shown satisfying results related to the student's improvement in writing personal recount text and also their writing behavior after applying the peer response technique to the students. By applying quasi-experimental and true-experimental research designs, these studies used various participants from senior high school to university level. The result of this research was the students who were taught by using the peer response technique had better improvement compared to those who were not. Moreover, peer response strategies can improve the senior high school students writing of descriptive text with high and low motivation in studying. The result also shows that the students who are taught by using the peer response technique can write with fewer errors in the use of verbs and dictions.

More qualitative studies from Yusuf et al (2019) and Zhang (2022) also analyzed that the guidance from the teacher and the use of guided peer feedback via Facebook Note could be beneficial to help the students to provide meaningful feedback and improve their writing skills. The students could also interact more with their peers so that they could do more reflection and get more input about the materials that they learned. Hence, this could increase the students' knowledge.

From those previous studies, it can be concluded that peer response has been proven as a beneficial technique to solve students' writing problems. The research participants, type of text, and also method of research can be varied. This means that this technique is versatile and flexible to be adapted to various levels of students and also different kinds of text. However, the participants of this previous research were higher-level students. Thus, in this research, the researcher implemented the peer response technique

to the lower level students, specifically the Junior High School students in class VIII A of SMP Negeri 2 Sungai Raya where some problems in writing a personal recount text occurred. This research contributed more to solving the students' problems in writing a personal recount text as well as improving the students' behaviour in writing activities in the classroom.

This action research focused on observing the students' improvement in writing a personal recount text and also their behaviour in writing activity in each cycle. Therefore, this research hopes to answer the following question "How does peer response technique improve the eighth-grade students' writing of personal recount text which includes the idea development, generic structure of personal recount text, grammar (the use of simple past tense), and mechanics (capitalization) and also the students' behavior in class VIII A of SMP Negeri 2 Sungai Raya?"

METHOD(S)

Research Design

Since the problems of writing were observed in a specific class (class VIII A) and to solve the students' problems in writing personal recount text and improve the students' behaviour toward writing activity, the teacher as researcher decided to apply Classroom Action Research. Classroom Action Research is a scientific investigation carried out by a teacher or lecturer employing a specific methodology to record the phenomena in the classroom (O'Connor et al., 2006) as cited in (Wulandari et al., 2019, p. 314). Action research is a process for improving educational practice. Its methods involve action, evaluation, and reflection. It is a process of gathering evidence to implement change in practices (Clark et al., 2020, p. 8). Action research concerns the efforts to improve one specific point in the teacher's technique in a particular classroom. Action research is situation and context-based (Clark et al., 2020, p. 9). It pays more attention to the teaching and learning process. The researcher and teacher searched what are the real problems, analyzed the causes, and decided what action should be taken to solve the problems.

Action research is conducted by having some cycles which restructure the process to highlight the special ways of knowledge emerges during the reflection process (O'Leary, 2004, p. 141) as cited in (Clark et al., 2020, p. 13). In this model, O'Leary emphasizes the necessity of action research being focused on situational understanding and action implementation, which comes from real issues.

Figure 2. Interpretation of O'Leary's Cycles of Research
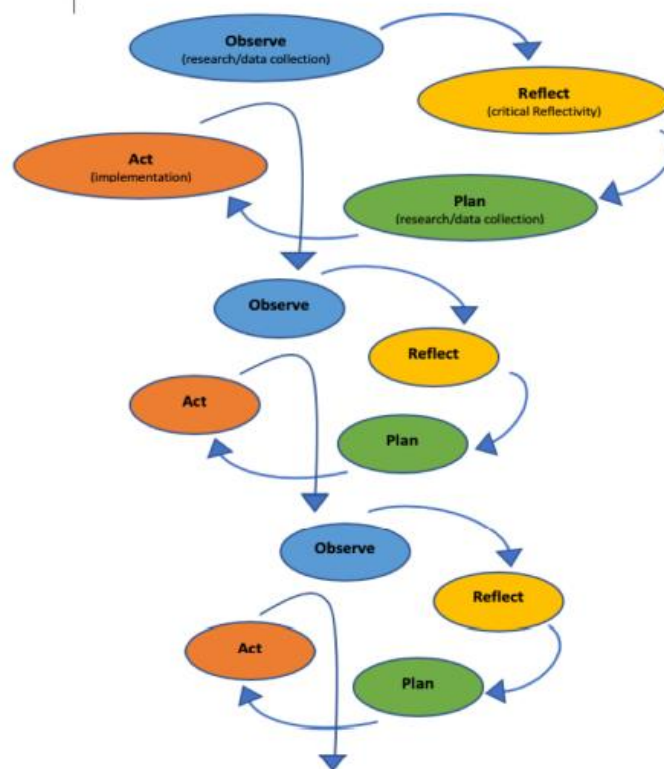
Each stage of classroom action research in this research can be described as follows. The researcher planned the teaching-learning activity by using peer response techniques to overcome the students' problem in writing personal recount text. The planning stage was done by preparing the lesson plan, teaching materials and media, and instrument of data collection (observation sheet and field notes). After preparing the lesson plan and instruments of data collection, the researcher then asked for validation with the principal and the vice principal of SMP Negeri 2 Sungai Raya who have the background as Masters of Education in English Study Program. The researcher also had a teacher colleague as the collaborator in the process of data collection.

Both researcher and collaborator collected the qualitative data by generating the result of an observation checklist and field notes that recorded the process of teaching and learning process through the peer response technique. Then, quantitative data was used to support the result of qualitative data. The quantitative data in this research is the student's scores on writing tests. The result of the observation stage was generated by both researcher and collaborator and matched with the criteria of success that had been set. This helped the researcher to decide whether the action was continued or not. The criteria for success were described as follows:

1) At least 70% of students can achieve the minimum passing grade in a score of 76.
2) At least 80% of students can improve their behaviour in writing activities by implementing peer response techniques. For example, work together with peers, sharing ideas, trust and support each other by giving suggestions during the writing activity.

In this stage, the researcher and collaborator reflected the result of the qualitative and quantitative data. The reflection was done to investigate the strengths as well as the weaknesses or problems that occurred in the teaching-learning process. The result of the reflection became the consideration in making some changes or improvements in the next cycle. This stage was also useful to provide solutions to the problems that occurred in the previous cycle.

Setting and Participants

The research was done in SMP Negeri 2 Sungai Raya, Kubu Raya. The participants of this research were the eighth-grade students of class VIII A in SMP Negeri 2 Sungai Raya. 31 students in this class consisted of 15 female students and 16 male students. This class was chosen because the writing personal recount text problems that needed to be solved occurred in this class. This research was done in the second semester of the academic year 2022/2023.

Data Collection Method(s) and Analysis

The data collection in this research employed the mixed method approach which it used both qualitative and quantitative data of research (Creswell, 2014). As the tools of qualitative data collection, observation checklists, and field notes were used in this research. There were two kinds of observation checklists used. They were an observation checklist for the teacher and an observation checklist for the students. The observation for the teacher was intended to observe whether the teacher has applied all procedures in teaching activities and the procedure of the peer response technique. The observation checklist for the students is to observe the student's behaviour during the writing activity by using the peer response technique. The field note was used to record the teaching writing activity and also the students' behaviour during the writing activity.

The quantitative data will be obtained by giving the writing test and having the students' writing score in each cycle. The researcher counted the students' writing scores by using the table of specifications and the scoring rubric. The students' writing score was counted in each cycle to observe the improvement. The students' writing scores then were classified to decide whether it has passed the minimum standard score or not.
In analyzing the data, triangulation is used to merge two or more data sets (Ary et al., 2010). It is done by bringing the separate results together in the interpretation or by

transforming data to facilitate the integration of the two data types during the analysis (Ghasempour et al., 2014). The research findings can be confirmed by triangulation when multiple sources of data lead to one result or conclusion (Ary et al., 2010; Mertler, 2017). In this research, to describe the students' improvement in writing personal recount text, the researcher obtained the data from students' and teacher observation sheets, field notes, and the student's writing scores.

Furthermore, the data of the students' writing scores, was counted to get the percentage of the students who could pass the minimum standard score. Then, to support the data of the students' improvement in writing personal recount text, the student's score was then counted from every aspect of writing, (ideas development, generic structure, grammar, and mechanics). The data was counted by using the mean score formula by (Gay et al., 2011) and was presented in each cycle visually by using tables and charts.

To describe the improvement of the student's behavior in writing activity, the researcher obtained the data from the students' observation sheets. A list of observed behavior in writing was set and was used to record the students' behavior in writing by implementing the peer response technique. The criteria were counted in percentage. There was also additional space for the observer to make some notes related to the observed behavior. The teacher observation sheet was also used to cross-check the data from the implementation of the technique by the teacher.

FINDINGS AND DISCUSSION

Findings

This classroom action research consists of three cycles. The findings of this study described the result of the student's writing scores and the observation of the students writing behavior by implementing peer response techniques from cycle 1 to cycle 3. The first cycle was done in three meetings (the 15th, 16th, and 17th of February 2023). The time duration for each meeting was 80 minutes. The data on the student's writing was collected based on the student's writing scores. The students' writing was scored based on the scoring rubric that was adapted from Brown & Lee (2015). The criteria in the scoring rubric included all aspects of personal recount text writing that needed to be observed which included the aspects of ideas development, orientation, events, re-orientation, grammar (simple past tense), and mechanics (capitalization). The result of the student's writing scores showed that there were only 9 students (29%) who could pass the minimum standard score in the level of 76 and 22 students (71%) still could not pass the minimum standard score. The data is shown in the table below.

Table 1. The result of the Students' Writing Test in Cycle 1

No	Students' Initial	The Aspects of Writing						Total Score
		Ideas Development	Orientation	Events	Re-Orientation	Grammar	Mechanic	
1	AZB	3	3	3	2	2	1	62
2	AYP	3	3	3	2	3	4	73
3	ARW	2	3	1	1	1	2	42
4	AF	3	3	2	2	2	2	61
5	AN	3	4	4	4	3	3	86
6	DRP	3	3	4	3	3	2	78
7	FF	3	3	2	1	2	2	58
8	FNI	3	2	3	2	3	3	64
9	FALM	1	2	1	1	2	1	32
10	FPY	2	1	3	2	2	2	50
11	FU	3	2	2	2	3	2	61
12	GA	4	4	3	3	4	4	91
13	HN	3	2	3	3	3	2	68
14	IZM	4	4	3	3	3	3	92
15	JAM	3	4	4	2	2	1	70
16	KAA	4	4	4	3	3	3	92
17	KHAA	4	3	3	3	3	3	82
18	MRR	2	3	2	1	2	3	52
19	MA	3	2	3	1	2	2	50
20	NR	2	1	3	2	2	2	50
21	NS	3	4	3	3	4	2	75
22	POM	3	3	2	3	3	2	68
23	PAW	4	3	4	3	3	4	88

No	Students' Initial	The aspect of writing						Total score
		Ideas Development	Orientation	Events	Re-Orientation	Grammar	Mechanic	
24	PAC	3	3	4	3	3	2	78
25	QN	2	3	2	1	3	2	53
26	RBAS	3	3	3	1	2	2	61
27	SIA	3	4	3	4	2	4	78
28	SAPP	3	3	3	3	3	2	72
29	WF	1	1	1	1	1	1	25
30	YRW	3	3	3	2	2	1	62
31	YP	1	1	1	1	1	1	25

Passed: 9 students (29%)
Not Passed: 22 students (71%)

Furthermore, the result of the observed components on students' observation sheet in the first cycle (see appendix 6) shows that only 16% of all criteria that was categorized "well done" by the students, 46% of criteria were categorized as "could be better" done by the students, and 38% criteria were categorized "poor" which means most of the students did not show the behavior which was expected. The result was then described in the chart as follows.

Figure 1. The Students' Behavior in Cycle 1
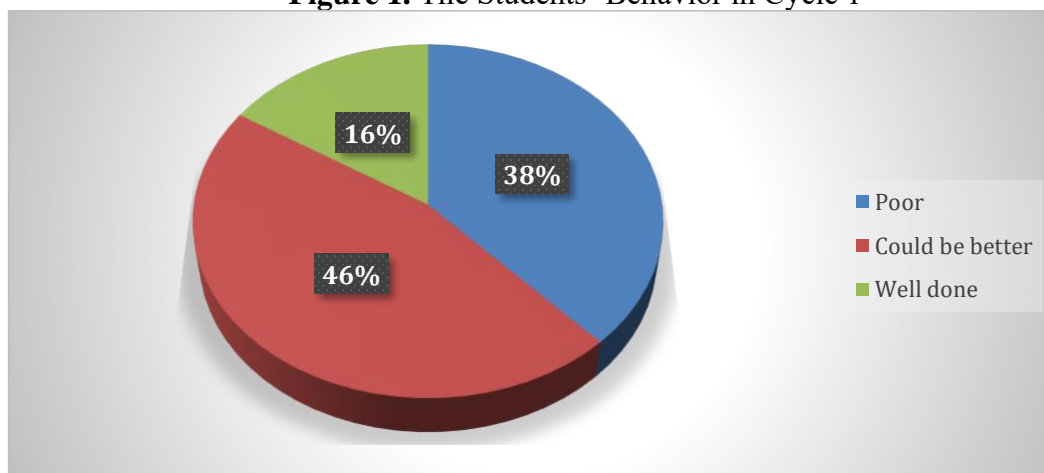
The result of the student's observation sheet showed that the student's behavior toward writing activity did not significantly improve. Most of the students could not cooperate well with their pair. They did not encourage each other to finish the task and tended to finish the task by themselves. This was based on the data from the field notes in cycle 1 where the collaborator stated that the students did not communicate actively and worked individually in the pre-writing stage. In the revising stage, the peer response activity did not work well since the students were still confused about using the peer response sheet. Most of them did not read their friend's writing carefully and gave their response carelessly. In the editing stage, there were still some students who could not finish their writing and just submitted the unfinished writing to the teacher. As stated on the field notes in the student's behavior, "the students were still confused about what they should do. Many students could not edit their writing since they could not do the revising stage well. There was a student who could not finish all stages of writing." (Field Note on the Students' Behavior, Cycle 1).

After the reflection of the first cycle was done, the result of the student's writing score and the student's behavior still did not meet the criteria for success. The cycle then continued to the second cycle. There was some planning in this cycle regarding overcoming the shortcomings of the first cycle. This included the mind map worksheet as an activity to do in the pre-writing stage and the simulation in giving feedback by using the peer response sheet. The second cycle was done on the 22nd, 23rd, and 24th of February 2023.

The data of the student's writing scores showed an improvement in the aspects of writing as well as the percentage of the students who could pass the minimum standard score. The data of the student's writing score on cycle 2 is presented in the table below. There were 21 students (65%) who could pass the minimum standard score and 10 students (35%) who could not pass the criteria.

Table 2. The Result of the Students' Writing Test in Cycle 2

No	Students' Initial	The Aspects of Writing						Total Score
		Ideas Development	Orientation	Events	Re-Orientation	Grammar	Mechanic	
1	AZB	3	3	3	2	2	1	62
2	AYP	3	3	3	2	3	4	73
3	ARW	2	3	1	1	1	2	42
4	AF	3	3	2	2	2	2	61
5	AN	3	4	4	4	3	3	86
6	DRP	3	3	4	3	3	2	78

No	Students' initial	The Aspects of Writing						Total score
		Ideas Development	Orientation	Events	Re-Orientation	Grammar	Mechanic	
7	FF	3	3	2	1	2	2	58
8	FNI	3	2	3	2	3	3	64
9	FALM	1	2	1	1	2	1	32
10	FPY	2	1	3	2	2	2	50
11	FU	3	2	2	2	3	2	61
12	GA	4	4	3	3	4	4	91
13	HNO	3	2	3	3	3	2	68
14	IZM	4	4	3	3	3	3	92
15	JAM	3	4	4	2	2	1	70
16	KAA	4	4	4	3	3	3	92
17	KHAA	4	3	3	3	3	3	82
18	MRAR	2	3	2	1	2	3	52
19	MA	3	2	3	1	2	2	50
20	NR	2	1	3	2	2	2	50
21	NS	3	4	3	3	4	2	75
22	POM	3	3	2	3	3	2	68
23	PAW	4	3	4	3	3	4	88
24	PAC	3	3	4	3	3	2	78
25	QN	2	3	2	1	3	2	53
26	RBAS	3	3	3	1	2	2	61
27	SIA	3	4	3	4	2	4	78
28	SAPP	3	3	3	3	3	2	72
29	WFTP	1	1	1	1	1	1	25
30	YRW	3	3	3	2	2	1	62

No	Students' initial	The Aspects of Writing						Total score
		Ideas Development	Orientation	Events	Re-Orientation	Grammar	Mechanic	
31	YP	1	1	1	1	1	1	25

Passed: 9 students (29%)
Not Passed: 22 students (71%)

Furthermore, based on the result of the student's observation sheet in the second cycle, the students were able to improve their behavior in writing activity by 62%. They were able to cooperate with their peers, trust, encourage, and help each other to finish the writing task. There 38% of writing behavior was included in the category "could be better", and 0% of the behavior was in the "poor" category. This means that the students have shown all the observed criteria in the writing activity. All students could also finish their final draft and submit it to the teacher. The result of the student's behavior observation on cycle 2 can be further described in the chart below.

Figure 2. The Students' Behavior in Cycle 2
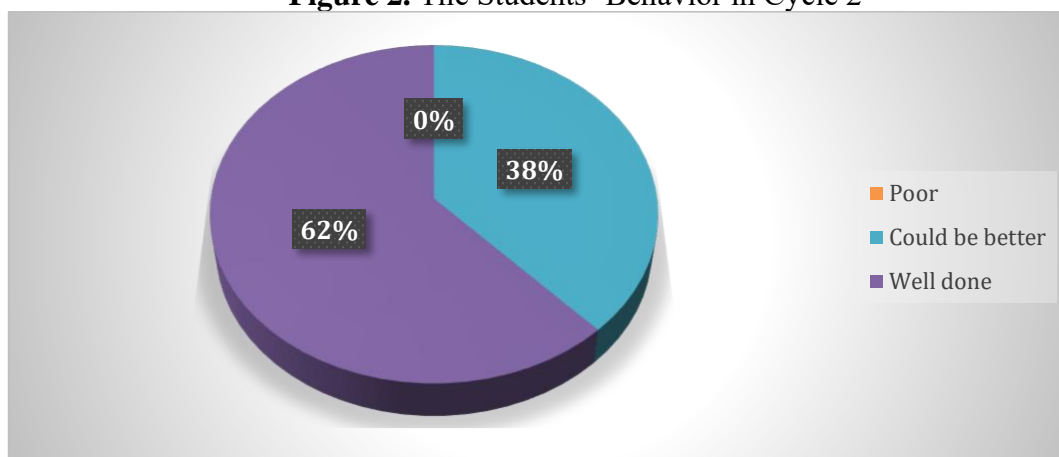
Based on the result of the observation, the student's behavior in the second cycle was improved. In the pre-writing activity, the researcher provides a mind map worksheet for the students. The students shared their writing ideas with their peers actively and asked questions to their peers and the teacher during the class. It was observed that most of the students tried to fill in the mind map worksheet by taking notes on their friend's ideas. Even though some of them were confused about doing this activity, they did not hesitate to ask the teacher or discuss it with their peer (Students' Observation Sheet, Cycle 2).

This improvement made the class atmosphere more lively and the students seemed to enjoy this stage. Then, after the pre-writing stage was done, the students continued to

write their writing drafts individually. In this stage, all students looked more confident in writing their draft because they had done the pre-writing stage well. After that, the students switch their writing drafts and give their feedback by filling in the peer response sheet.

However, since the result of the second cycle still met the criteria, the cycle then continued to the third cycle. The third cycle was done on the 1st, 2nd, and 3rd of March 2023. In the third cycle, all students have shown improvement in their writing scores and positive behavior in writing by implementing the peer response technique. The improvement that could be observed was that there were 26 students (81%) who could pass the criteria of success and 6 students (19%) who could pass the criteria. The data of the student's writing score on cycle 3 is presented in the table below.

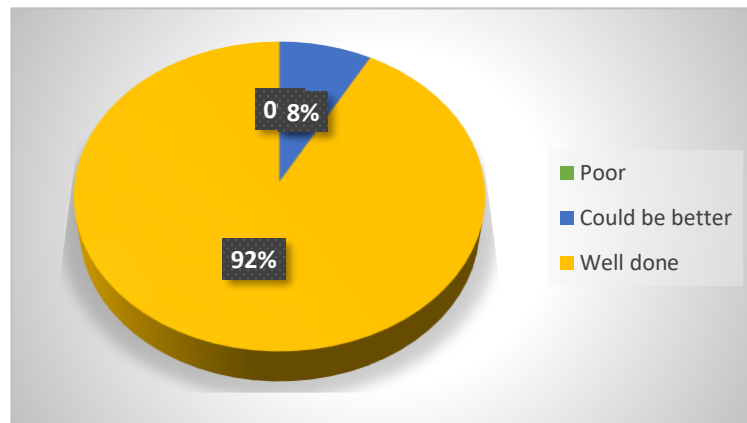**Table 3.** The Result of the Students Writing Test in Cycle 3

No	Students' Initial	The Aspects of Writing						Total Score
		Ideas Development	Orientation	Events	Re-Orientation	Grammar	Mechanic	
1	AZB	3	3	4	3	3	3	78
2	AYP	4	3	3	3	3	4	85
3	ARW	3	3	2	2	3	3	60
4	AF	4	4	4	2	4	3	90
5	AN	3	3	3	4	3	3	78
6	DRP	3	4	4	3	3	3	82
7	FF	3	4	3	2	3	3	76
8	FNI	3	3	3	3	3	2	76
9	FALM	3	3	2	4	3	4	78
10	FPY	3	2	3	3	3	3	71
11	FU	3	4	3	4	3	3	82
12	GA	3	3	4	4	3	3	82
13	HNO	3	4	3	4	3	4	88
14	IZM	4	3	3	4	3	3	86
15	JAM	2	2	4	2	4	4	72
16	KAA	4	4	4	4	3	3	93

No	Students' initial	The aspect of writing						Total score
		Ideas Development	Orientation	Events	Re-Orientation	Grammar	Mechanic	
17	KHAA	3	3	4	4	3	3	90
18	MRAR	3	3	3	3	3	4	78
19	MA	3	3	4	3	4	4	85
20	NR	3	1	3	1	3	3	78
21	NS	3	4	4	4	3	4	88
22	POM	4	3	4	4	3	2	88
23	PAW	4	4	4	4	3	4	98
24	PAC	3	3	3	3	3	4	78
25	QN	4	3	4	3	3	3	86
26	RBAS	3	3	3	4	3	4	81
27	SIA	3	3	2	3	3	3	71
28	SAPP	3	2	3	4	3	4	79
29	WFTP	3	3	3	3	3	4	78
30	YRW	3	3	3	3	3	2	72
31	YP	3	3	2	3	2	2	68

Passed: 26 students (81%)
Not Passed: 6 students (19%)

The result of the Students' Observation Sheet on cycle 3 shows a significant improvement. The observed components on students' behavior increased up to 92% which was in the category "done well", 8% of the observed components is in the "observed" category, and 0% of the observed components is in the "poor" category. The result is shown in the chart below.

Figure 3. The Students' Behavior in Cycle 3

Based on the result of the field notes and observation checklist, in the pre-writing activity the students could actively share their ideas, take some notes, and give suggestions or comments. The students also became more confident in writing their first draft since they developed their ideas very well in the prewriting stage. In the revising stage, the students also put more trust in their friends to share ideas, give feedback, and make some corrections to their writing. They also seemed more confident in using the peer response sheet and gave feedback on their friend's writing. Finally, all the students could finish their writing and submit it to the teacher. The result of the Students' Observation Sheet on cycle 3 shows a satisfying improvement. This means that more than 70% of the students have passed the minimum standard score and more than 80% of students have shown positive behavior in writing a personal recount text by implementing the peer response technique. Therefore, the third cycle was successful and the cycle was stopped.

Discussion

The implementation of the Peer Response Technique has improved both the students' writing personal recount text and also their behavior in a writing activity. The writing process in this technique was more on students as the center. The students are given a chance to share ideas, exchange information, and give feedback on each other's writing (Hansen & Liu, 2005) as cited in (Kitchakarn, 2012). Through the activities in the peer response technique, the students can improve their writing personal recount text in every criterion of writing which covers the ideas development, orientation, events, re-orientation, grammar (the use of simple past tense), and mechanics (the use of capitalization).

With this technique, the students can also learn to give and receive feedback related to their writing. The students who provide feedback can get more knowledge to detect the mistakes in their friend's writing which will help them to avoid the same mistakes in their writing (Huisman et al., 2018). Then, after the students get the feedback, they finally can learn from their own mistakes in writing personal recount text and then revise it (Rohmat & Sadikin, 2018). The writing organization was also improved since the students completed the mind map and developed it into a writing draft. The use of the peer response sheet was also useful for the students as their guidance in doing the peer response activity. The students could check their friend's writing and give any comments or corrections when the writing does not fit the criteria in the peer response sheet.

The students' writing scores improved significantly whereas in cycle 3, 80% of the students could pass the minimum standard score. The student's behavior in writing activity is also improved through the peer response technique. The result of the observation sheet and the field notes have confirmed the progress of the student's behavior from cycle 1 to cycle 3. This improvement was supported by the procedure of peer response technique that was implemented in the stage of the writing process (pre-writing, drafting, revising and editing). Through the stages of writing, the students could experience the process of writing that can gain their confidence, trust, and support each other during the writing activity.

The students can reduce their feelings of insecurity or difficulties in developing their ideas by sharing them with their peers in the prewriting stage. Then, they also experience the individual work in writing their first draft. In this process, the students can be more confident since they have designed their writing outline well before. After that, in the revising process, the students can improve their trust, and confidence, and they can support each other by giving and receiving feedback to each other. The revising process can also be supported by guidance that has been provided by the teacher (Yusof et al., 2012). This research has found that the use of a peer response sheet that was constructed by the teacher could guide the students to give effective feedback. Especially if it is implemented for Junior High School students. Ultimately, the result of the student's observation sheet has shown that the student's behavior toward writing activity has improved to 91%.

Thus, the implementation of the peer response techniques to improve the student's writing of personal recount text has been successfully done by the teacher as a researcher in three cycles. The results of the research have fulfilled all criteria of success that have been set.

CONCLUSIONS

Based on the analysis of the research findings, it can be concluded that the implementation of the Peer Response Technique in teaching writing personal recount text to the eight

students in SMP Negeri 2 Sungai Raya had improved the students writing personal recount text as well as their behaviour in a writing activity.

The implementation of the Peer Response Technique could also give the students the experience of writing through a process that they never had before. The students could get an opportunity to write in a process (pre-writing, drafting, revising, and editing stage). The peer response technique specifically can improve the students writing recount text, especially in the area of ideas development, orientation, events, reorientation, the use of simple past tense, and the use of punctuation.

Moreover, the implementation of this technique can also promote the student's cooperative learning behavior such as working together with peers, sharing ideas, trusting, and supporting each other, and the student's capability and confidence in giving suggestions or feedback to each other's writing. It is also suggested that for the lower level students, the implementation of this technique can be supported by using guidance for example the use peer response sheet. The use of a peer response sheet was also effective in guiding the students in doing the peer response activity. The students can use it as their guidance in giving feedback on their friend's writing.

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