

EXPLORING TRELLO IMPLEMENTATION ON STUDENTS' WRITING PEER FEEDBACK

This chapter begins with a background of the research, identification, primary problem, limitation of the research, question of the research, aims of the research, significance of the research, previous research, and theoretical foundation.

1.1 Background of the Research Problem

In our lives, education is a complex problem. Education as a media for students-development, demanded to improve the performance in order to create good quality generation. Improvement and addition on various aspects in education is often done to make better education in Indonesia.

Education is one of the basic needs for humans. There are many subjects taught to Indonesians from basic education to tertiary level. However, in the learning process itself there are sometimes weaknesses. This can be seen from the existing facilities and infrastructure in areas that are quite far from the capital. The facilities and infrastructure obtained by students in the regions are different from the facilities and infrastructure obtained by students in big cities . As a result, the knowledge of children who have educational backgrounds in urban areas is usually a gap with children in the regions. This gap will it became clearer when they entered the university level.

It should be realized that technology is currently developing very rapidly. Technological developments also affect several things. One of the most affected is education. The importance of learning a foreign language has also been conveyed by one of the world philosophers from Germany, Johann Wolfgang von, who stated, "Those who know nothing about foreign language, they know nothing about their own" (Handayani, 2016). What Wolfgang's statements above imply is the need of acquiring a second (foreign) language in addition to one's mother tongue. In light of this, and in light of the current state of technical growth, proficiency in foreign languages is also required. English is one of them world's the most important foreign languages. This language is the world's lingua franca,

or the language with the most speakers. As a result, knowing English will boost your future prospects to compete for a better quality of life.

The modern world is a very sophisticated world, at this time the development of a world that is very advanced in interaction and communication social media is one that exists in the modern world that is often used by someone to communicate remotely, social media is widely used by workers, educators, and the general public, for example, social media, namely WhatsApp, YouTube, Playstore and others.

Education also does not want to compete with other aspects of life, modernization also occurs in education. The modernization in question can be in the form of media that are used as learning resources and so on. Learning resources, which are usually only obtained from books or teachers, can now be easily obtained via the internet.

Learning media are also increasingly sophisticated, especially learning facilities that are quite fulfilled, learning media in class is very easy to use a projector, students learn by looking in front of a screen with a larger size, as for other media using laptops, with student laptops it is very easy to find material learning through these tool.

Trello is one of the many media that can be used to learn English in the modern era. Trello is a collaborative tool that is available for free. Using boards, you may create, visualize, and manage your team's projects. All of the team's activities and communication may be found in one place. Each board is similar to the sticky notes on your refrigerator. You can create as many boards as you want and invite as many people as you want. Trello is unique in that you may add not only comments to your board(s), but also attachments, photographs, labels, cards, and checklists, and you can invite as many people as you want. You can also include discussions on your team boards. Boards can be prioritized, and your Trello account can be linked to your Apps. It's simple to keep all members connected because boards are easily updated with new comments, making it simple to stay connected.

Education In Indonesia, From kindergarten to university, English is taught in schools. The four skills are writing, reading, listening, and speaking the taught in English education. Because the world of school or the world of work is more influential in using English as a method of communication in the modern era, English education is emphasized for learning. Basically, language learning is related to communication lesson. This communication lesson is then linked to oral or written lessons in the world of education. As a means of communication, language has several functions which are then shown in several meaningful contexts. The main target in oral communication itself is so that the interlocutor is able to understand the culture of the speaker (Husein & Dewi, 2019). Of the various kinds of skills that we learn, I will discuss more deeply about writing skills

One of the most crucial components of English that students must master is writing. Teachers' techniques in teaching writing are very important to improve students' writing skills. Writing English for school children is one of the main activities that educators undertake to facilitate learning, by writing educators can express ideas or thoughts in written form. Writing is one of the keys so that educators always remember what they have learned, knowledge without writing it will quickly disappear.

Writing is an interpersonal communication system that uses a variety of linguistic styles (Jalaludin, 2011). It is essential in both our individual and individual lives. Writing has evolved into a key indicator of academic achievement in academia. Students strive to greater control over your English writing skills development (Hamid, 2012). Peer feedback has become an important part of teaching writing as the approach to the writing process has shifted to the focus of writing instruction away from final products of students and toward the writing of process. Teachers have traditionally been the only people with extensive the ability to provide feedback on students' writing. However, peer feedback is now widely Increasing number of recognized research results supports the use of peer feedback for its social, cognitive, and affective benefits (Hinkel, 2004; Lundstorm & Baker, 2009; Min, 2008; Pol et al., 2008; and, Storch, 2004) Good feedback

helps students understand what they are learning and provides clear guidance on how to improve their learning. (Orsmond et al., 2013).

Peer feedback is a type of feedback provided by peers. It is also known as well as peer reaction, peer review, peer editing, and peer evaluation. "the use of learners to ensure that learners take on the roles and responsibilities normally assumed by formal trained teachers, tutors, or editors and comment and criticize each other's drafts both in writing and verbally during the writing process. , Mutual sources and interaction partners" (Liu and Hansen, 2002:1). Vygotsky's sociocultural theory explains the rationale for peer feedback. According to Vygotsky (1978), The mind grows as a result of Interaction with the world around him. He emphasizes the importance of education is a cognitive activity, not an individual activity, And the nature of learning shifts the focus of learning from the individual to the interpersonal interaction in the social context. As a result, interaction between peers in critical to student learning improvement because it allows students building knowledge through social sharing and interaction (Liu et al., 2001).

Written Responses Writing and feedback are inextricably linked. To improve as a writer, you must receive feedback on your work. Students are given feedback on their writing to help them identify any flaws they may have made. When feedback is given during the writing process rather than at the end, it is more effective. Students who receive feedback and self-correct during the review are more likely to improve their language skills than students who do not receive feedback or aren't required to complete rewrites. As a result, if we want to improve, we must revise by rewriting.

1.2 Identification of The Problem

Education in the modern era demands us to be aware, prepare and also follow the changing. Many changes have occurred in the education sector in recent years, beginning with students' learning habits, methods for obtaining materials or learning sources, and the media that could be used to study in instructing and learning. Globalization should also be reflected in English education. This issue should be addressed more sensitively in English classes.

However, the skills taught in English education remain the same. One of them is the ability to write. Writing is a type of expression interpersonal communication in which makes use of a variety of language types. The writing learning process has shifted the emphasis of writing instruction away from students' finished products and toward the writing process. There are numerous techniques and strategies that teachers can use to assist students improve their writing skills. Later, for teaching writing, a technique known as Peer Feedback became popular. It has evolved into a critical strategy that aids students' writing and has become an essential component of writing instruction. The purpose of this study is to determine the effectiveness of using peer feedback to improve students' writing skills.. Through the peer feedback technique, students are expected to maximize their opportunities for sharing new ideas and comprehending other perspectives on the writing process, and to produce good writing as a result.

1.3 The Main Problem

Teaching writing in the modern era cannot be call as an easy thing. However, it also cannot be called as a hard thing. Teaching writing is something complex also needs a big patience and attention. Then, the researcher found that there are so many strategies that use by teacher to enhance students' skill in writing.

In the current era of technology, the researcher is also interested in the deployment a peer feedback method on the writing learning process. The researcher then attempts to investigate the impact of Trello about student writing of peer criticism.

1.4 Limitation of The Problem

The subject of this research has limitations. The research's limitation is that it focuses on a single topic and does not allow for a broad discussion. There are a number of limitations in this study. The exploring Trello Implementation on student's writing peer feedback.

It is impossible to examine all aspects affecting in the student's writing. Based on research discussion and diagnosis of the above issues. As a result, the author restricts the problem to teacher and student perfection in relation to the implementation of the learning English by peer feedback strategy on Trello and also the implementation.

1.1.1 Subject

The subject of this study is the student from fourth semester at IAIN SYEKH NURJATI IREBON that The Exploring Trello Implementation on students' writing peer feedback.

1.1.2 Object

The research limited the research in an object of this study like

- 1) Students' perceptions of using Trello as a technique for learning English, particularly in the context of writing instruction.
- 2) The strengths and weaknesses of using Application Trello as a means of learning English, particularly in teaching Writing at IAIN SYEKH NURJATI CIREBON

1.5 Question of The Research

The researcher generated the following research questions based on the background of the research:

1. How is the process for feedback in writing ?
2. How do students perceive about the uploaded feedback to their peers?

1.6 Aims of the research

Based on the research problems above, the aims of this research are :

1. To explore how is the process for feedback in writing.
2. To explore how students percieve the uploaded feedback to their peers.

1.7 Significance of the research

The research findings are expected to be quite useful in terms implications, both theoretical and practical. In theory, the findings of the study should provide some insight into a better technique for teaching writing, specifically a peer feedback strategy that employs Trello as a teaching tool. Furthermore, this discovery can contribute to the enrichment of previous thesis in English teaching involving writing with a peer feedback technique and Trello as a teaching medium. Because this study focuses on utilizing peer feedback to teach writing, it's far was hoping that the scholars might be stimulated to enhance their writing skills and will be able to effectively improve their English writing. Furthermore, it is hoped that if teachers use Trello as a teaching tool, this will boost student motivation and enthusiasm.

1.8 Previous Research

This research is supported by another researcher that conducted the same issue but in different object. The results of the current researches are various. Here are the research:

A study was carried out by Wen-chuan lin and Shu ching yang (2011). Their study focuses on the incorporation of peer feedback into English writing course. The title of this study is "Exploring students' perceptions of incorporating Wiki technology and peer feedback into English writing classes. "Findings demonstrated that most students expressly said that they felt positive about their ability to integrate Wiki and peer feedback to writing training during the research. Students' perceptions Some of the benefits of this co-writing process seem to be influenced by meaningful social connections.

In the year 2013. Researchers by Maryam Bijami. Seyyed Hosein Kashef. Maryam Sharafi Nejad. Conduct research, their research was titled Peer Feedback Advantages and Disadvantages of Learning English Writing. The results of the

research, Some academics believe that peer feedback is unhelpful for improving students' writing, and that instructor input is preferable to peer feedback.

In the year 2014, researchers by Fitri Rayani Siregar. Conduct research, their reseach was titled Teaching writing and evaluating students' writing. The result can be obtained, Teaching writing skills has many approaches, namely product 1 and procces. The process approach in writing more invites student to engage more learning processes in class, students will feel free in writing and pouring vocabulary in writing.

Lilis Sholihah conducted yet another study (2015). The study, Titled Implementation of Peer Feedback Strategy for First Year Writing Class, was conducted. In the first semester of my studies at Muhammadiyah University of Metro, I took a writing class. Their research entails students working together in a group or peer setting. The findings of the strategy's procedure can then be used by the students to collaborate in a group or peer setting. Students can provide feedback on the writing of their Colleagues improve the quality of their work. They can also learn how to revise their own work based on feedback from peers. This strategy is ideal for improving students' writing skills.

Kristen Bales did research. Daytona State College is a community college in Daytona Beach, Florida. Dunaway, Billie Jo In 2015, Daytona State College was founded. Shared Voices: Writing Centers and Social Media was the title of the study I discovered. First and foremost, we want to perceive our employees as both creators and users of social media, and we want to assist them in creating an online environment that values pleasant relationships.

The study's title is Peer Feedback Practice in EFL Tertiary Writing Classes. Ha Thi Nguyen will design it. In 2016, researchers carried out research. According to research findings, Awareness of metacognition in general language education and learning, especially in English writing skills, contributes significantly to students' language acquisition. Based on the findings, This study suggests a peer feedback strategy accepted in EFL writing course, with the goal of stimulating learners' metacognitive awareness and skills.

A research entitled, Collaborative Peer Feedback. David A. Smith. They were conducted the research on 8th 2017. Peer feedback is used in their research. Then, as a result of their peer feedback, they can generate more input, but the quality of the feedback may suffer.

The title of a study is The effect of giving feedback from online teachers and peers on student writing performance. Wardani Dwi Wihastyanang, Ph.D. Shirley Rizki kusumaningrum Shirley Rizki kusumaningrum Shirley Rizki kusum M. Adnan Latief, M. Adnan Latief, M. Adnan Latief, M. Ad Cahyono Dr. Bambang Yudi 2019. Edmodo is the media used in their investigation. The students who received Online teacher and peer critiques via Edmodo did not perform as well in writing as those who received the teacher's opinion with the traditional approach. according to the findings of their study.

Another research by Ken Chuaphalakit. Bhornsawan Inpin. Prarthana Coffin on the year 2019. A Study on the Quality of Google Classroom-mediated Feedback is a study that was conducted. Anonymous online peer feedback was used in Thai EFL Writing Course. Their research incorporates peer feedback. The results of peer feedback activities have shown that the quality of peer feedback has improved dramatically. The students felt that online peer feedback activities helped improve the text, but the findings showed that there were certain issues that needed to be addressed.

Trello as a virtual learning environment and active learning organizer for PBL classes: An Examination The study's title is Using Bloom's Taxonomy. The concert was conducted by Andre Fernando Uebe Mansur, Anabela Carvalho Alves, and Roberta Braga Torres. This research was completed in 2019. The following are the researcher's findings: Bloom's classification and other author-based models have been proposed for results analysis, and based on author feedback and project results / prospect tutors, conclude that Trello as a new VLE and PBL organizer seemed good. I was able to.

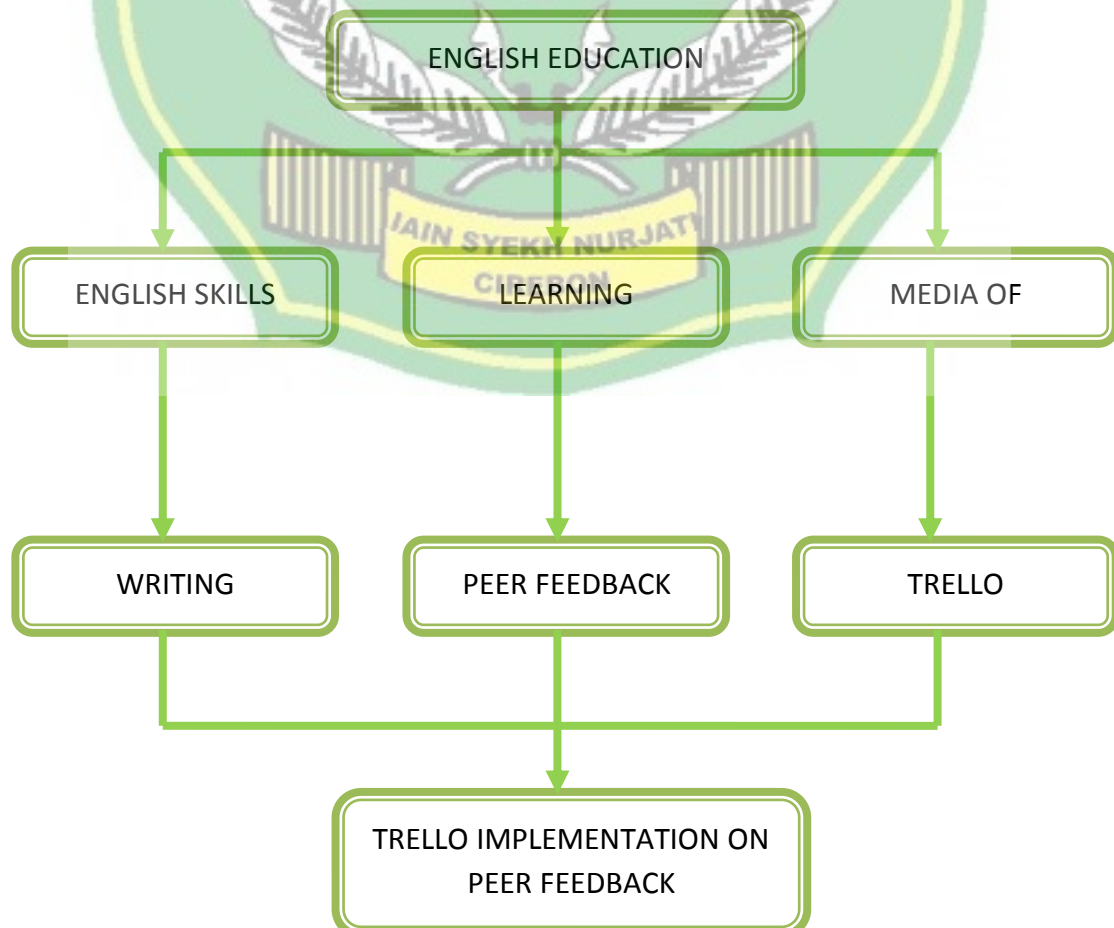
Rizki Kusumaningrum, Shirley. Cahyono, Bambang Yudi Johannes Ananto Prayogo is conducting research in 2019 for a year. The study is centered on peer feedback. The impact of different types peer feedback on the writing performance

of EFL students is the title of their study. The results show that both classroom and small group peer feedback helped students improve their writing skills. Despite this, neither of them was more effective than the other. This means that the outcomes will be the same regardless of the sort of peer feedback provided.

Another research by Danielle S. McNamara & Laura K. Allen on 2019. Research entitled writing. Their research use writing, then, As a result of their findings, the authors urge that more time be allocated to writing teaching, that technology be used to support teachers and students, and that teachers be given more resources to assist them in giving writing instruction. Because writing is inherently complex, it is critical to assist kids in learning how to write in a variety of settings and demands.

1.9 Framework of Thinking

In The researcher's objective in this case is to learn more about teachers' perspectives and indicators of creativity. The researcher then wishes to use trello to evaluate the teaching and learning process, as well as peer feedback from students.



1.9.1 Language Learning

There are four abilities that we must master when learning a language in order to communicate effectively. When learning a new language, listening is usually the first skill learned, followed by speaking, reading, and finally writing. They are known as the four "linguistic talents." Five language talents (also known as the four skills of language learning) are a set of four skills that allow a person to recognize and generate spoken language in order to communicate effectively with others. The four skills are listening, speaking, reading and writing. The four competencies are often acquired in the following order as part of first language acquisition: Listen first, speak second, read third, and in some cases write fourth. Therefore, these skills are often referred to as LSRW skills.

Each of the five primary English Language abilities Has its own sub-skills and skill tasks. All in the most important skills are basic. They are referred to as Macro talents. Macro skills are the principal, key, main, and greatest skill set in a given situation. It's a not unusualplace word withinside the English language. The four macro skills are reading, listening, writing and speaking. You have to complete them in order to use English correctly. Reading and writing are examples of brain output skills, and listening and speaking are examples of brain input skills. Pronunciation, grammar, vocabulary, and spelling, among other abilities, all contribute to effective English communication.

The Typical "4 skills" taught and graded in languages are listening, speaking, reading, and writing. Listening and reading are examples of "receptive" skills, and speaking and writing are examples of "productive" skills. Listening to and reading content in the target language is a great way to improve your vocabulary and understanding.

- Making verbal communication with others more comfortable and improving pronunciation can help improve your speaking skills. Read it aloud or repeat the recorded text to improve the pronunciation and try to match the original pronunciation with the intonation. As you become a critic, your writing will improve. As with your native language, be proactive about how your text is structured and what kind of sentences and terms are used for different purposes (topic introductions, explanations, comparisons, etc.). Contrast, description of conclusions, etc.).
- Listening
You should be able to understand the gist of most speeches in standard dialects. They need to show that they have a deeper understanding of culturally suggested meanings beyond the superficial meanings of the text.
- Speaking
The locals must be able to understand you easily and you must be able to communicate clearly and actively. You need to be able to start, maintain, and complete various communication tasks. You need to be able to narrate and explain concrete and abstract topics using persistent and coherent discourse.
- Reading
You should be able to easily follow the gist of the written text. You need to be able to understand parts of the text that are conceptually abstract and linguistically complex.
- Writing
You should be able to tackle a wide range of topics with considerable precision and detail. You should be able to write clearly about your area of expertise and be good at writing topics that interest you. You should be able to organize your text in a theoretically structured way.

1.9.2 Writing

1.9.2.1 Definition

Writing skills include all the knowledge and skills associated with expressing thoughts through written words. Employers in all industries appreciate their ability to express their thoughts in writing. Well-written documents, emails, and posts can convince customers to buy a product, and well-written documents, emails, and posts convince investors to work for a company. can do..

Writing skills also include writing practices, style guidelines, and technical knowledge of formatting in different situations. Knowing whether different writing styles are suitable for different situations and being able to properly emphasize text are both important writing skills that anyone can use in the workplace.

Writing is one of the productive skills that language learners need to learn. They learn writing as a necessary skill not only for academic practice, but also for later professional life. It acts as a link between people to send information and messages. There are many experts who define writing.

According to Pulverness, Spart and William (2005: 26), writing is one of four skills: listening, speaking, reading, and writing. Writing is another productive skill that involves using letters and symbols to convey a message. The message must serve its purpose because communication involves sending information to others. In other words, writing skills lead to written products that contain specific information. According to Brown (2001: 335), written products generate ideas, organize them consistently, and Use discourse markers and rhetorical rules to create consistent sentences. A product of thinking, design, and revision that requires specific skills in how to do it. Modify the text for clarity and edit the text to get the correct grammar to create the final product. According to Hornby (2003), writing is creating something in the written form for others to

read, execute, and use. This means that writing always brings written text that is readable and understandable, which makes it possible to convey the author's ideas to the reader. In addition, Oshima and Hogue (2006: 205) propose to divide the write process into four phases. The first step is prescription. This includes topic selection and information gathering. The second is the outline, where ideas are summarized in the outline. The third step is to create a rough draft. In this phase, the author ignores grammar, punctuation, and spelling and sticks to the outline. The fourth stage consists of polishing, refinishing, or machining. As defined above, writing is a productive skill that conveys a message to others by thinking, designing, and revising a written product. In other words, Writing is the act of creating a collection of meaningful words arranged in a logical order for the purpose of communication. Writing allows people to express themselves and share their feelings with everyone who reads it.

1.9.2.2 The Process of Writing

Writing a multi-step process with several stages. Richard and Renandya (2002:315) define writing the classroom activity that includes the four basic writing stages. These are planning, drafting (writing), revising (redrafting), and editing – and there are additional stages that the teacher imposes on students, That is, replies (sharing), ratings, and posts. The student's learning experience is described in the plan:

➤ *Planning (pre-writing)*

Pre-writing helps inspire ideas to get started. Away from blank pages, it draws students' attention towards generating preliminary ideas and gathering information to write. The activities listed below provide learning opportunities for students of this age.

➤ *Drafting*

At the drafting stage, I'm more interested in writing fluent sentences than grammatical accuracy or drafting cleanliness. The first draft requires sorting and effort, but it needs to be focused than free writing.

➤ *Revising*

Revision is the process of rewriting what the author previously wrote. In the revision, the writer (student) will revise the draft according to the feedback provided. It may contain information that is not included in the document. The most important aspect is to identify the characteristics of the text such as content, purpose and structure.

➤ *Editing*

Students should read the mechanical errors before scoring the final design. Editing focuses only on mechanical elements such as spelling, grammar, punctuation, and case sensitivity. It is important for students to make their own edits after receiving feedback and before revising their products.

➤ *Evaluating*

You can use analytical (based on specific characteristics of writing ability) or holistic (based on all aspects of writing ability) assessment (based on a global interpretation of the effectiveness of that writing task). Must include overall interpretation of the task, audience perception, relevance, idea generation and structuring, format or layout, syntax and structure, spelling and punctuation, language scope and suitability, and communication clarity. .. I have Numerical evaluation can be performed according to the evaluation purpose.

➤ **Post-writing**

Post-writing refers to classroom activities that teachers and students can perform throughout writing. This includes posting, sharing, reading, adapting the lyrics to the stage performance, or simply posting the lyrics to the bulletin board. This level serves as a platform for students to recognize the value and importance of their work. It gives the impression that it is difficult to write. According to Harmer (2000: 256), there are many factors to consider in the writing process. Examples include language usage (grammar, vocabulary, linkers), punctuation and layout, spelling, checking for unwanted repeating words and information, determining the display order of information and paragraphs for each paragraph, notes for various ideas, etc. The best idea for making and writing a clean copy of a modified document. Due to the limited time available for writing classes, English teachers cannot allow students to go through all of the above steps. In reality, students only have about 30 minutes to complete an essay. As a result, students make many mistakes in the products they write and require teacher criticism to reduce mistakes, especially at the rewriting stage.

1.9.2.3 Micro-skills and Macro-skills of Writing

To be successful in their writing, writers (students) must master both micro and macro writing skills. Brown (2004:221) defines micro and macro writing skills as:

Table 2.1: The Macro-skills and Micro-skills of Writing

Macro-skills	Micro-skills
Create patterns for English grapheme and orthography	Use the rhetorical structure and customs of written discourse.
Write fast enough to serve your purpose.	Performs the communication function of written text in a formal and purpose-oriented manner.
Create the right core word and use the right word order pattern.	Communicate relationships Main ideas, support ideas, new information, connections between events and generalization by mediating connections.
The use appropriate grammatical systems (Example: tense, consensus, plural), patterns and rules.	Distinguish between literal and implicit meanings when writing.
Use different grammatical forms to express a specific meaning.	Properly send culturally diverse references related to the written material.
In written communication, use cohesive devices.	Develop and use a variety of writing strategies, including: B. Carefully analyze the audience's interpretations, use pre-made devices, write fluently in the first draft, use paraphrases and synonyms, seek feedback from colleagues and teachers, and make corrections and edits based on the feedback. do.

Mastering the above micro and macro writing skills will help students succeed in writing. These skills are the basic skills that writers (students) need to master to get better results with their writing products.

1.9.3 The Teaching of Writing

Teaching students to write is one way to guide and support them in learning to write. Brown (2000: 7) agrees that "teaching guides and facilitates learning, enables learners to learn, and sets the conditions for

learning." A teacher's understanding of how a student learns influences the teacher's philosophy of education, teaching style, approach, method, and teaching skills. The approaches, methods and techniques used in the classroom are determined by the teacher's understanding of what it is learning.

In other words, the concept of writing instruction is interpreted according to the concept of learning. According to Richards and Renandya (2002: 303), writing is the process of generating ideas and organizing them into easy-to-read text. This means that the learning concept of writing is the process of generating ideas, converting them into readable text, and achieving a variety of goals, including: knowledge. From now on, you can guess when. This involves instructing students to generate ideas and organize them into easy-to-read text to achieve different goals, including: It is also a way to expand and deepen the student's knowledge, including memory, reasoning and language, such as writing reports and expressing opinions using evidence. Teaching writing means guiding students through the writing process. This sub-chapter presents several theories about teaching writing. Techniques for teaching writing and the role of teachers in teaching writing.

1.9.3.1 The Teaching Writing Techniques

Brown (2004: 220) claims that there are four types of teaching techniques for writing. These four groups are as follows:

➤ **Imitation text**

The ability to spell correctly falls into this category. Students need to master the basic basic tasks of writing letters, words, punctuation, and very basic sentences. Elementary school students are an example of imitation writers.

➤ **intensive (controlled) writing**

Most of the exam questions in this category have a formal focus and are fairly tightly controlled by the text design. Students need to

generate the appropriate vocabulary within the context. You also need to generate correct grammatical features at the collocation, idiom, and sentence levels. This category is used for junior high school students.

➤ Responsive writing

At this level, students are required to have a limited level of discourse. This means that students need to create a consistent sequence of two or three paragraphs. It focuses on discourse practices that help written texts achieve their goals. It also evaluates context and meaning. This writing skill is usually aimed at senior high school seniors.

➤ Extensive writing

Extensive writing includes successful management of all writing processes and strategies for all purposes, including: Essays, term papers, dissertations, etc. The author focuses on achieving goals, logically organizing and developing ideas, detailed explanations of ideas, and demonstrating variations in syntax and vocabulary.

This level is typically reserved for advanced students. Furthermore, Hyland (2003: 3-4) describes a four-stage technique for teaching writing that focuses on language structure. The first step is guidance, during which students are usually taught specific grammar and vocabulary through textbooks. The second type of writing is controlled writing, where students often manipulate fixed patterns from replacement tables. The third method is guided writing, where students imitate the sample text. The final activity is free writing, where students write essays, letters, etc. using their own patterns. Flower (1994) also derived various types of techniques that can be developed when teaching writing. He defined peer review as a collaborative approach to prescribing assignments, drafting, and commenting on each other's brainstorming

and drafts in order to raise awareness of rhetorical issues and develop writing strategies. In summary, students need a lot of practice to be good at writing. To reach the next level of writing, teachers need to give enough time to practice writing. It doesn't matter how many steps they take, many exercises can make them advanced writers.

1.9.3.2 The Teachers' Roles in Teaching Writing

Teachers need some requirements. They are facilitators and responders to students (Brown, 2001: 340). As facilitators, they provide students with writing guidance. As a responder, you need to get your students to react and use different materials and techniques. Materials, technology and media need to be combined in a balanced way, remembering goals.

In addition, Harmer (2004: 330) states that when teachers ask students to write, they play three roles: motivation, resources, and feedback providers.

➤ motivator

If the teacher gives a task written, they create the correct condition for the production of ideas and motivate the correct conditions to make some activities, and motivate as many efforts It must be done.

➤ Resources

If necessary, the teacher must be prepared to provide information and language. You have to provide advice and suggestions in constructive and tactical ways.

➤ Feedback provider.

Teachers must actively promote the contents of the student's Bible. In addition, it is necessary to provide corrections and suggestions based

on the understanding task. Based on the theory of "Rollen", the teacher manages everything that occurs in the classroom. They are motivated with moderators for students. A resource that allows students to get all the information you need. If you make a mistake or error, you must be ready to provide feedback. The most important thing is that you have to decide which technique to use in a particular state. The technology chosen should generate enthusiasm and effective teaching and learning.

1.9.4 Peer Feedback

1.9.4.1 Definitions

Feedback is an important component of Language learning that can facilitate minimal or deep learning. According to Hattie and Timperely (2007), feedback is "information provided by an agent about some aspects of one's task performance." Peer Feedback is also defined by Narciss (2008) as "all post-response information provided to a learner to inform the learner on his or her." These definitions make it clear that feedback is intended to provide an understanding of performance by providing guidance on the knowledge they have. One of the elements that appears to be very essential while handling remarks is to assist college students reconstruct their knowledge and skills in the way they want.

1.9.4.1 Purpose of feedback

According to Lewis (2002: 3-4), feedback has several purposes when given in the language classes.

- Feedback is beneficial to both teachers and students. Through feedback, teachers can receive information about the progress of individual and group education. It also serves as an indirect form of teacher evaluation. Feedback is a continuous evaluation format for students that focuses on the process rather than grades or grades. Unlike grades and grades, which

tend to compare one student to another, comments provide information about individual progress by highlighting strengths and weaknesses. Comments can also provide linguistic clues by explaining the rules and giving examples.

- Feedback provides students with learning advice. Teachers can give their students more than just a description of how they use language. Commentary on the students' learning process is also possible. Learning diaries are a popular method for accomplishing this.

- Feedback provides language input to students.
The teacher's statements show how language is used in one-on-one contact, both in form and intent. As a result, it is critical to stretch students' language skills by having them write remarks in a language that is slightly higher than their current level of proficiency. This allows students to learn new languages and concepts in context..

- Motivation comes in the form of feedback.
Feedback may be greater motivating than grades or marks. By considering the teacher's understanding of the college students' attitudes, it is able to inspire college students to examine and use language to their complete potential. Teachers might also additionally tailor their encouragement to their college students' precise desires as they research greater approximately them.

- Feedback can lead students toward autonomy

One of the long-term goals of feedback is to help students recognize their mistakes. For example, a teacher is reading a work with a student and pauses whenever he notices a small grammatical error (such as the singular in the plural). In any case, the student may have found the error himself. He realized that at the end, all he needed to do was proofread his own work

for a few minutes. Another way to describe The teacher made a comparison to scaffolding.

1.9.4.2 Forms of Feedback

Cohen (1909: 109) proposes two forms of feedback:

➤ *Oral feedback*

Oral feedback, also known as oral meetings, refers to face-to-face consultation between teachers and students during the evaluation of a composition. The main problem with giving this feedback is that the teacher needs to take enough time.

➤ *Written feedback*

For written feedback, comments, corrections, and / or grades will be included in the student's draft. Marks can be placed on words or fast symbols such as underscores, circles, and other letters. Teachers need to add specific comments about student mistakes, suggestions for improvement, and comments on positive aspects of the job. Verbal feedback is effective for younger students because it helps them quickly find and correct misunderstandings, while written feedback is effective for older students. therefore,

To explain the problem, the research subject is a high school student, so the researcher focuses on written feedback.

1.9.4.3 Feedback Source

Lewis (2002: 15-23) distinguishes three types of feedback: teacher feedback, peer feedback, and self-evaluation, which is synonymous with self-directed feedback.

➤ *Teacher feedback*

Teachers were the primary source of both oral and written feedback in many classrooms (Lewis, 2002: 15). In many classes, teachers are the primary source of feedback for

students. In fact, teachers are very useful when students have a hard time writing essays. Teachers help them by outlining how to write well, reviewing the content, and writing mistakes in their work. After receiving the feedback, students can use the written feedback from the teacher to directly identify and correct any mistakes they have made. Teachers usually modify each student's work one by one and then talk face-to-face with each other. This is called conference feedback. In addition, you can use different variations to provide feedback to your students. Collective feedback normally used by teachers. Collective feedback means providing

feedback by the teacher verbally annotating one at a time and then summarizing the feedback on the board.

➤ *Peer feedback*

Rollinson (2005: 25) states that "peer feedback is a collaborative process in which mutual feedback is generated and the meaning is negotiated between the two parties, with potentially high levels of responsiveness and interactive communication between leaders and writers. It can facilitate dialogue." Based on this statement, there is a link between peer feedback and collaborative learning. By collaborating, students can see their work not only from their own perspective, but also from another perspective through their peers. In addition, Liu and Hansen (2005: 31) define peer feedback as the use of learners or peers as a source of information and interaction with each other. Among them to comment on and criticize their writings and drafts during the writing process. This means that students can be friends and provide feedback on the work of friends that teachers usually do.

➤ *Self- evaluation (self-directed feedback)*

Self-assessment allows students to modify and evaluate their work. It can increase student independence because they are supposed to find their mistakes. By finding your mistakes, allowing students to analyze your work, and practicing self-feedback, you can become a self-sufficient and self-sufficient student. Students are required to remember the mistakes they made so that they do not make the same mistakes later. In addition, self-assessment in large classes saves time. On the other hand, it is difficult to find mistakes by writing without the help of others. Those who have finished writing will say that there is no mistake because they have a subjective perspective. In contrast, the objective perspective of others is required in writing. They can provide some information that the author himself probably cannot find in his writing.

1.9.5 Peer Feedback

1.9.5.1 Definition

Peer feedback is a communication process in which learners interact about their achievements and standards (Lui & Carless, 2006, p.280). Peer response, peer review, peer editing, and peer evaluation all "use learners as a source of information and interact with each other in a way that learners take on the roles and responsibilities normally assigned to formal trained teachers. A term for, or a tutor, or an editor who comments and criticizes each other's drafts, both verbally during the writing and writing process "(Liu and Hansen, 2002: 1).

Peer feedback is also used to facilitate the interactive process of reading and commenting by classmates. Writing (Oshima and Hogue; 2007: 194) A pair of students use this technique to critically review each other's writings and provide editorial feedback. Peer

feedback is English as a second language (ESL) setting (ESL), but is generally not well understood in higher education. Feedback is a widely criticized approach that is not a decayed approach, so that peer feedback may be misunderstood. On the other hand, you will learn the theory of peer feedback processes. LAVE and WENGER have developed the concept of practice communities important for social constructive approaches to learning (1999).

The conceptual aspect of community of practice is very helpful when dealing with feedback. Community ideas suggest that students can participate in the academic community and include them in the expectations of the academic community, for example by sharing and discussing ideas.

Formative feedback is a way for them to integrate into the academic community, especially when it involves dialogue with other members of the community, such as other students. Vygotsky's socio-cultural theory explains the reasons for peer feedback. According to Vygotsky (1978), the mind develops through interaction with the surrounding world. He emphasized that learning is not an individual activity, but a cognitive activity that shifts focus from the individual to the interaction in the social context. As a result, peer interaction is important for enhancing student learning, as it allows students to build knowledge through social sharing and interaction (Liu et al., 2001).

However, peer involvement may include more than the teacher sharing scoring responsibilities with the student. To avoid misunderstandings, you need to understand the terms peer feedback and peer evaluation before proceeding.

Peer feedback is a communication process in which students interact about their performance and standards. Companion assessment, on the other hand, is defined as a student who assesses peer work and performance against relevant criteria (Falchikov, 2001). Therefore, the difference between the two terms is that peer feedback

primarily refers to detailed comments without a formal rating, and peer ratings refer to ratings (whether or not comments are included). Whether or not grades are assigned, the emphasis is on standards and how peer interaction can lead to better understandings and a more effective learning process. The conceptual rationale for peer assessment and peer feedback is that it allows students to actively manage their own education. It is a component of selfregulated learning (Butler & Winne, 1995) in which students monitor their progress using internal and external feedback as catalysts. 'Selfregulated learners seek feedback from external sources, such as peer contributions in collaborative groups,' says one researcher (Butler & Winne, 1995, p. 246). According to the formative assessment and self-adjusting learning model of Nicol and MacFarlane-Dick (2006), students can increase objectivity about criteria by commenting on peer work and apply it to their work. The relationship between peer assessment and self-assessment is clear. Peer feedback helps students improve their self-assessment, as some skills are shared by both peers and self-assessment. According to Boud (1991), self-evaluation is "student participation in identifying criteria and criteria that can be applied to one's work and assessing how well those criteria and criteria are met" (p.4). Peer contributions that take the form of questions, comments, or challenges that prompt one to reflect on what has been done can improve selfassessment (Boud et.al., 1999). The connection between peer assessment and selfassessment is obvious. Peer feedback can help students improve their selfassessment because some skills are shared by both peer and selfassessment. According to Boud (1991), selfassessment is "the involvement of students in identifying standards and/or criteria to apply to their work and making judgments about the extent to which these criteria and standards have been met" (p. 4). Peer input in the form of questions, comments, or

assignments that stimulate reflection on outcomes can improve self-assessment (Boud et al., 1999).

1.9.5.2 Principles of using peer feedback in teaching writing

Ferris (2003:165) suggests seven principles of implementing peer feedback in the writing process that should be done by teacher. Those are:

- *Utilize peer feedback consistently.*

In short, the use of peer feedback can impact success and should be consistent. It is also affected by two factors. First, this method is given some factors that teachers should fully consider. Peer feedback can only be used throughout the writing process or during the revision phase used to respond to the student's first draft. If the activity is just to correct the first draft, it will not take much time in a normal classroom. Second, students respond to topics and summaries as well as the initial draft, so using peer feedback for the entire writing process will require more time. According to these methods, time allocation is important to complete this activity. Careful planning is needed to ensure that all students have the opportunity to give and receive feedback from their peers.

- *Explain the benefits of peer feedback to students.*

You must follow this principle before you can start your activity. It persuades students to take a positive attitude towards peer feedback, as they have a negative attitude towards peer feedback. In addition, I ignore my colleagues' comments because I believe they are not important. They just think their teacher's comments are excellent. As a result of understanding the benefits of peer feedback, students are motivated to provide useful feedback.

➤ *Prepare students carefully for peer response.*

Preparation is the key to successful peer feedback. According to Berg (1999), Ferris (2003: 169) created nine steps to implement peer feedback. Explain the role of peer reactions in writing instructions. Discuss how professional writers use peer response. Share how you (teacher) use peer response in your own writing / teaching. Use the sample text to model the peer response across the class. Introduced peer response form. Practice the process by having a group of students write a paragraph together and then have another group critique it for correction. Allows readers, writers, and teachers to talk about the feedback process. Discuss strategies for implementing peer feedback in revisions.

➤ *Form pairs or groups thoughtfully.*

Students must work in pairs or groups for a specified period of time. They will have a stable group to which they belong to discuss, share and comment on their work. A good standard or formation group is 2-4 students, consisting of different students such as gender, ability, language background, etc..

➤ *Provide structure for peer review sessions.*

The role of the teacher is to provide guidance for students to enjoy feedback from their peers. Showing clear examples of peer feedback forms will help students understand aspects to watch out for and how to provide feedback.

1.9.5.3 Peer Feedback's Benefits

Peer feedback is recommended in some studies for a variety of reasons. According to Hyland (2000), peer feedback encourages students to participate in classroom activities and reduces passive dependence on teachers. According to Yarrow and Topping (2001:

262), peer feedback is "increased involvement in tasks and commitment to time, immediacy and personalization of help, goal setting, explanation, avoidance of information processing overload, encouragement. , Modeling, enhancement "is important. In addition, peer feedback can help reduce anxiety about writing and increase self-confidence. You can also create a social background for writing. Peer feedback by Yang et al. (2006) is beneficial for the development of critical thinking, learner autonomy, and social interactions between students. More importantly, peer feedback allows students to receive more personalized comments while providing examiners with the opportunity to practice and develop a variety of language skills (Lundstrom and Baker, 2009). Consistent with previous studies, Ferris (2003:70) lists the following benefits of peer feedback:

- Reading texts written by peers on similar tasks helps students develop self-confidence, perspectives, and critical thinking skills.
- Students receive more feedback about their writing than they receive from the teacher alone.
- Students receive feedback from a more diverse audience with different perspectives.
- Students receive feedback from the general public that the text is conceptually and linguistically unclear.
- Peer review activities promote community awareness in the classroom.

Based on the advantages listed above, peer feedback is beneficial and useful in the teaching-learning process of a writing class. When students criticize or comment on the work of their peers, it can help to develop their critical thinking skills. It can also help to foster a sense of classroom community.

1.9.5.3 Procedure of using peer feedback

Ferris (2003: 175) states some procedures in using peer feedback in writing as follow:

- Teachers need to inform students from the beginning that collaboration and writing will be an important part of the course.
- Teachers prepare students for peer feedback by discussing their strengths and weaknesses, showing what to look for, and modeling appropriate and helpful responses.
- Prior to the oral discussion, the teacher will pair the students and ask them to read each other's dissertation and write comments. 4. The teacher will provide the student with a peer feedback form containing clear and specific questions. In this question, students need to be concrete, positive and constructive (rather than just answering "yes" or "no").
- Students will consider combining peer feedback questions with a rating checklist specifically associated with the course's scoring criteria. Teachers explain the importance of feedback from colleagues and create accountability mechanisms to ensure that students take the process seriously.
- Teachers will consider another form of feedback (computer-based self-assessment) when necessary and appropriate. We can conclude that peer feedback is not an easy approach as it involves many steps. When assessing a friend's work with teacher support, students must follow all steps in the peer feedback process.

1.9.6 Trello

Trello is a versatile application that can be used as a personal to-do list or as a project management system for coordinating and assigning tasks to

your entire team. It can make project management easier, but it takes some getting used to. We'll show you how to make the best of it.

Trello is based on the Kanban project management method, which organizes tasks into a logical process using lists and cards. Kanban lists represent different stages of your process, and tasks move through the lists from left to right as they complete each step. Of course, you are free to use Trello in any way that suits you. It can be used to organize projects by room around the house, to categorize recipes by ingredients, or to manage all aspects of a Dungeons & Dragons game, for example. Trello allows you to accomplish virtually anything. Trello projects are accessible via the web, Android, and iOS. Trello has a mobile app as well.

1.9.6.1 Trello Terms Glossary

Trello, for the most part, employs phrases that you'd find in any other productivity suite. However, before we get started, we'll define and clarify a few terminology.

- Trello is based on the Kanban project management method, which organizes tasks into a logical process using lists and cards. Kanban lists represent different stages in your process, and tasks move through the lists from left to right as they complete each step. Of course, you are free to use Trello in any way that suits you. It can be used to organize projects by room, to categorize recipes by ingredients, or to manage all aspects of a Dungeons & Dragons game, for example. Trello enables you to accomplish almost anything. Trello projects can be accessed through the web, Android, and iOS. Trello also has a mobile app.

- Trello organizes all your projects into separate groups called boards. Each board can contain multiple lists, each with its own task. For example, you can have a board for the book you want to read, a book you are reading, or a board for managing the content of your blog. You can view multiple lists on a board at the same time, but only one board can be viewed at a time. It's best to create a new board for your individual project.
- List: You can create an unlimited number of lists on the board and enter cards for specific tasks. For example, you can create a board for building a website with a separate list for designing your home page, building features, and making copies. You can also use lists to organize your tasks by assignment. The list can also be used as a stage in the Kanban system. As part of the project moves through the pipeline, the task you are working on moves from one list to the next from left to right.
- Cards: Cards are various items on the list. Think of these as loaded ToDo list items. You need to set specific and achievable goals. You can describe the task, comment on it, discuss it with other users, and assign it to team members. If your task is complex, you can add a checklist of subtasks or attach a file to your card.
 - Teams: Trello allows you to create groups of people called teams and assign them to boards. This is useful for large organizations where small groups need access to specific lists or cards. Form a team of just a few people and add that team to your board with just a few clicks.
- Power-ups: Add-ons are called power-ups in Trello Lexicon. The free plan allows you to add only one PowerUp per board,

but the business class plan (\$ 9.99 / user / month) removes this limitation. You can use power-ups to add useful features such as a calendar view to check card expiration, integration with Slack, and a connection to Zapier to automate tasks.

- **Cards:** Cards are various items on the list. Think of these as loaded ToDo list items. You need to set specific and achievable goals. You can describe the task, comment on it, discuss it with other users, and assign it to team members. If your task is complex, you can add a checklist of subtasks or attach a file to your card.
- **Teams:** Trello allows you to create groups of people called teams and assign them to boards. This is useful for large organizations where small groups need access to specific lists or cards. Form a team of just a few people and add that team to your board with just a few clicks.
- **Power-ups:** Add-ons are called power-ups in Trello Lexicon. The free plan allows you to add only one PowerUp per board, but the business class plan (\$ 9.99 / user / month) removes this limitation. You can use power-ups to add useful features such as a calendar view to check card expiration, integration with Slack, and a connection to Zapier to automate tasks.

1.9.6.1 How to use Trello

In Trello, nothing happens unless it's on a board. So, to begin, you'll need to create one. Open Trello in your web browser and sign in with your 1Google account or create an account. To make a board, go through the following steps:

1. Click the Create new board, box under Personal Boards.
2. Give the board a name. You can also select a background color or pattern here and change it later.
3. If you have multiple teams, select the team that has access to the board.
4. If you don't already have a board, you can add members one at a time. To do this, follow these steps:
5. Go to the board from the Trello home page. Click the **Share** button at the top of the board on the left side of the page.
6. Enter the user's email address or Trello user name to search.
7. If you don't know this information, you can create a shareable link and send it to someone.
8. After entering the names of all the members you want to invite, click Send Invitation.

On the reverse of a card, comments allow you to have a conversation. To see the reverse of a card, open it by clicking on it.

➤ Adding

You can add comments to your card using the Write a Comment text box in the Activity section on the back of the card. If you comment on a card that you are not yet a member of, you can automatically monitor that card and keep up with replies that don't mention you. If you don't want to see it, you can clear the Monitor updates for this map check box. Clearing the check box once will turn it off by default in the future.

➤ Add an attachment

Click the paperclip icon, select the file you want to attach to the card, and add the attachment to your activity feed while

commenting on the card. You can also use it to connect a card or board from Trello.

➤ Mention

You can mention a user in a comment by using the user's username after the "@" or by clicking the @ icon below the comment input box and selecting the member to mention. The specified user will be notified about the comment. If you accidentally mention a user who is not a member of the board, that user will not receive notifications and will not be able to access the board. You can also use "@card" to refer to a card member in a comment, or use "@board" to refer to a board member.

➤ Add emoji

You can also add emoji to your comment by clicking the smile icon beneath the comment input field or by surrounding your emoji term with colons (ie. :emoji:). Paid subscribers can add their own emoji.

➤ Edit and delete

Click the edit or delete link below the comment to edit or delete the comment. You can edit or delete comments made on any board. You cannot edit other users' comments, but board administrators can delete comments made by non-administrators on their boards. Deleting comments is permanent.

➤ Share links to comments

To get a link to a specific comment, right-click the timestamp link below the comment and select Copy Link from the browser menu.

➤ Cooperation with others

If another user is entering a comment at the same time as you, you will see an avatar with a callout above the comment field.

1.10 The Methodology of The Research

This sub-chapter will go through the research method, data source and type, research instrument, data collection technique, and data analysis technique in further detail.

1.10.1 Research Method

The descriptive qualitative method was used in this study. The descriptive qualitative method was used to collect information based on the issue that arose (Suharto, 2017). The descriptive method is a research method that should describe and explain the phenomena that have arisen.

According to Alwasilah (2008: 92) in Nurhamida, 2018, there are some qualitative research characteristics. There are several: The research is first and foremost concerned with quality. The second goal is to be able to describe, discover, and comprehend. The third requirement is that the environment be natural. Fourth, the sample is small and targeted. Fifth, the collections include the researcher as the primary instrument, as well as interviews and observations.

1.10.2 Source and Type of Data

In descriptive qualitative research, the researcher collect the data in triangulation data or combining some techniques of collecting data (Suryana, 2010).

1.10.3 Instrument of the research

In research, the instrument is critical. The purpose of an instrument is to collect research data. In descriptive qualitative research, the researcher is the instrument (Nurhamida, 2018).

1.10.4 Technique of data collection

In this research, the researcher used two techniques of collecting data. there are interview and also documentation.

1.10.4.1 Interview

Interview is a method of collecting data or information from someone by spoken in order to get data that researcher need. The researcher will interview the teacher and student who involve directly in the learning process. The researcher will make joyful situation to avoid a strain from the informant when answer the question from the researcher. The detail of interview will attach by the researcher in the appendix.

1.10.4.2 Documentation

In qualitative research, documentation is one of the data collection techniques. In this study, the researcher used a teacher lesson plan and photographs of the teacher to establish a peer feedback technique on student writing using Trello.

1.10.4.3 Classroom observation

Observation is How to collect data by watch the real application of something. This method conducted by the researcher

as the last method of collecting data to check the validity from previous data which got from previous method. Besides, the researcher chooses this method to know how the research that conducts by the researcher through well or have some difficulties. The detail of classroom observation will attach in the appendix.

1.10.5 Technique of Data Analysis

The researcher analyses the data after using a variety of methods to obtain it in order to understand it and arrive at the research's conclusion. The data from the interview will be analyzed by the researcher. The outcome of the interview segment will be a written transcript. The data that the researcher will collect during the interviewing procedure will be relevant to the students' perspectives on peer evaluation for the Trello application in writing. The researcher will then interview the teacher about their experiences using the Trello application to teach writing. While, the researcher will take note during the observation classroom and combine the result with another result of other instrument. The researcher also try to gain the lesson plan of teacher as document data to strengthen the teacher statement about what the teachers said in the interview section. Finally, the researcher will aggregate all of the results from each instrument to get the research's ultimate outcome.

1.10.6 Research Timeline

No	Activity	Januari '21	Jan '21	Feb '21	Macrh – Nov '21	Dec '21
1	Research proposal and consultation					
2	Proposal Seminar					
3	Proposal revision					
4	Conducting research, collecting data					
5	Data Analysis					
6	Finishing thesis					
7	Thesis examination					
8	Thesis revision					

Table 1.1 Research Timeline