The Effectiveness of Written 'Peer Review' Towards English 3 Students' Writing Skill

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ABSTRACT

The writer conducted this research because the students of the non-English department, FITK UIN Semarang could not write text well. They still wrote text with random way, and they did not understand the social function, the generic structure and the language feature of the text. Using peer review in writing class, the writer intended to improve students' writing especially recount, descriptive, procedure, and cause and effect texts. The had two problems: 1). How is the implementation of 'peer review' writing for the FITK students of 2014/2015?; 2). How is the writing improvement of FITK students of 2014/2015 after applying 'peer review' writing?
There are some texts introduced to the FITK students. The students are expected to be able to write text. Through classroom action research implementing peer review, the students' writing ability had been improved well.

Introduction

Writing is one of four language skills students should encourage to master. Other three language skills are speaking, reading and listening. Writing involves language production and is therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and are therefore often referred to a receptive skill (Harmer, 2004: 17). In other words, production means to produce something, i.e. speaking and writing and receptive message means to receive something. i.e., reading and listening.

The goal of teaching and learning English is to produce and comprehend spoken and written language. Some people think that a successful English learner is a person who can speak English fluently. They do not know that a person who is a successful English learner is a person who masters all of English skills. There are four skills in English; they are speaking, writing, reading, and listening. It is better for English learners to master all the skills mentioned earlier, but the reality is different. Many English learners do not master all of the skills. For example, some English learners are good at writing, but they are poor in speaking or vice versa. Some of the learners, on the other hand, are good at reading, but they are not well prepared in listening or vice versa. In other words, these English learners have

different ability in acquiring language.

The writer can find another definition of writing skills. Listening skill is the first skill whose students have to listen to what the native speaker says, how native speakers says. After someone can listen, he/she hopes to speak English from what they listened. Other skills of English are reading and writing. Reading is not separated from writing. By reading articles, for example, someone can find an idea how to write. Writing is one of the English skills. It is also important for English learners. Writing is one of the language skills to share ideas what students think (Hinkel, 2004:12).

New students of UIN (Universitas Islam Negeri/Islamic State University) Walisongo Semarang registered by PBB (Pusat Bahasa dan Budaya/Language Development Centre) are divided into two categories. In the first semester, faculties of Syari'ah, Da'wah, and

Economy and Business firstly engage English I, II, and III. In the second semester, faculties of Ushuluddin and Knowledge of Teaching (FITK: Fakultas Ilmu Tarbiyah dan Keguruan) engage English I, II, and III. Now, the writer teaches English III for two classes, i.e., FITK4-13-4 and FITK4-13-32. Focusing on writing, the book, New Step Up 3, all students should have is about writing and TOEFL materials.

 New Step Up is a book which is designed to help students to improve their English.

New Step up is prepared to develop four skills of listening, speaking, reading, and writing for university students. The book's content also provides introductory materials for TOEFL. There are three series of books with different language skill for each.

New Step Up 3 is the third book, which particularly emphasizes writing skills. The book provides various activities that enable students to write as well as to communicate in different kinds of English texts. The book is divided into ten units in which each unit consists of:

1.	Before writing

Students get exercises of grammatical features that they will have in writing.

2.	Texts

Students get written texts based on the genre-based texts. In Unit 1 to 6 students get genre-based texts while in Unit 7 – 10 students get TOEFL structure exercises that lead to writing on specific topics.

3.	After reading

In this section, students get more advanced writing exercises.

In daily activities, students always have homework, i.e., writing descriptive, recount, procedure, cause and effect, advantage and disadvantage texts. Having submitted their homework, they always correct their homework together in the

classrooms. This activity is commonly called peer review. Peer review advantages learners because they get at least new knowledge from other colleagues. They do not, for example, recognize how to make adjective clause before having peer review. After they have peer review, the writer asks them to write down what advantages they can get from this activity.

Another concept of peer review states that peer review involves sharing one's writing with a group of peer readers who offer feedback and suggestion for improvement (http://manoa.hawaii.edu). The writer, then, goes on writing the benefits of peer review such as:

1.   Providing a wider audience for student-writers.

2.   Offering students the opportunity to receive feedback on the strength and weakness of their writing.

3. Teaching students to analyze their writing and the writing of others critically.

4.   Motivating multiple drafts and substantial revisions.

5.   Familiarizing students with the format, style, criteria, and expectation of writing in the discipline studied.

6.   Promoting active learning.

7. Building a classroom community.

8.   Modeling the interpersonal, interactive, and group problem-solving nature of most workplace writing.

9.   Reducing the teacher's feedback workload.

Other benefits students who participate in peer review can help students (https://teachingcenter.wustl.edu):

1. Learn how to read carefully, with attention to the details of a piece of writing

(whether their owns or another writer's)

2.   Learn how to strengthen their writing by taking into account the responses of actual and anticipated readers.

3.   Make the transition from writing primarily for themselves or for an instructor to writing for a broader audience-a key transition for students as they learn to write university-level papers and as they prepare for post-graduate work.

4.   Learn how to formulate and communicate constructive feedback on peer's work.

5. Learn how to gather and respond to feedback on their work.

This article is aimed at describing the implementation of 'peer review' writing for the FITK students of 2014/2015 and the improvement of FITK students' writing after applying 'peer review' writing.

Background Literature

Theory of effectiveness in 'Peer Review' writing

According to Ricky Lam, peer review, one of the constructivist approaches to writing instruction, has been commonly adopted in both L1 and ESL/EFL teaching contexts since the early 1980s (Bartels, 2003; Bruffee, 1984; Ferries, 2003; George, 1984; Hu, 2005; Lee, 1997; Liu & Sadler, 2003, Lundstorm & Baker, 2009). Peer review assumes that students play the role of trained peer reviewers whose task is to give a commentary on their partners" initial draft is either written or spoken mode during composition lessons. It is popular mainly because such an approach to writing instruction is effective, cognitively, and linguistically beneficial to students" writing development (Lam, R, 2010: 113 – 127).

The peer review activity has some goals. These features help students meet several goals: 1) this exercise helps students grasp the concept of collaborative peer review;

2) it helps them understand appropriate procedures;

3) it confronts them with real problems in a supportive environment with built-in risks and safety nets;

4) it gives practice

in participating in an actual document review; and 5) it prepares them for engaging in collaborative peer review beyond the classroom and beyond the campus (Chisholm, R.M, 2007: 1 – 18)

Definition of four kinds of text: recount, descriptive, procedure, cause and effect texts

Recount text is one of the texts which report events, activities, and experience someone has. Recount texts usually have a structure:
- Orientation – preface or opening which introduce doers, time and place.
- Event – arrangement of occurrence or event.
- Reorientation – ending of expressions which indicate events, occurrences, activity showing the end.
- Private comment – events which are optional.

The descriptive text aims to describe someone, something, a place, or an animal. It highlights special one, thing or an animal. It also gives some information about someone, something, the place clearly and carefully, and sometimes it can be visualized. Descriptive text usually has the structure:
1. Identification – introducing subjects or things which will be described.

2.   Description – informing characteristics of the subjects, for example, psychological, behavioral, physical features, and quality.

Descriptive texts always use precise language, i.e.:
1. Specific nouns, for example, father, school, my dog, etc.
2. Simple present tense.
3. Detailed noun phrase, for example, an intelligent, tall student, a big large beautiful wooden house.
4. Descriptive adjectives, numbering, classifying, for example, three tall buildings, sharp white fang.
5. Rational process means using verbs which describe the situation of the participant and signal the ownership. For examples, my car has four doors, and my father is handsome.
6. Figurative language means using figurative language. Simile and metaphor are functioned as ways of giving a comparative illustration. For examples, my throat is as dry as a dessert, and her skin is white as cloud and smooth as water.

Procedure text aims to give ideas about methods, ways or steps in doing something. Procedure text usually has tips, series of doing something, or activities. Procedure text is occasionally also known as a directory.

Procedure text usually has the structure:
- Goal – aims of the activity
- Materials – materials needed for making things, doing activities.
- Steps – series of steps.

Procedure text often uses specific language:
- Imperative – go, sit, don" t put, don" t mix, etc.
- Action verbs – verbs relating with physical or intellectual activities, for examples, mix, turn, don" t, put, etc.
- Connective of sequence – then while, next, etc.
- Numbering – numbers which tell about the sequence of activities, for example, first, second, third, etc.

In academic writing events and activities are frequently linked with their cause and effect. Therefore, we need to able to write cause and effect essay correctly. The purposes of cause and effect essay are to discuss the reasons why something occurs and to discuss the result of the event, feeling or action.
Before writing a cause and effect text, we need to understand appropriate vocabularies to create a good cause and effect text. Look carefully at the connectives

of cause and effect relationship shown below. Notice mainly how they are used in sentence construction.

1. The cause of the higher price was an increase in demand.
2. The reason for the higher price was an increase in demand.
3. The effect of increasing demand is higher prices.
4. The consequence of an increase in increasing demand is to increase prices.
5. One result of increasing demand is to increase prices.
6. The demand has increased; therefore, the prices are higher.
7. The demand has increased; as a result, the prices are higher.
8. The demand has increased; consequently, the prices are higher.
9. Because the demand has increased, the prices are higher.
10. Since the demand has increased, the prices are higher.

Methods

In this research, using Classroom Action Research, the writer has carefully conducted this research for about three months. Classroom Action Research is one kind of researches which improves students" understanding their subjects in the classroom. Quantitative approach the writer applied is one of the approaches measuring students" ability in one of the texts the students are familiar with.

The four steps in action research were components to form a cycle. Each cycle must include planning, action, observation, and reflection. So that, in each cycle, the teacher must prepare teaching planning: lesson planning, teaching media, and things needed in the teaching-learning process. After everything was ready, the writer did what she planned in the action, and the collaborator also observed the students' activities, students' enthusiasm and teacher activity in the teaching-learning process. The last, the writer did reflection. This helped the writer to know inadequacy in the teaching-learning process. When the first cycle was not satisfying, the writer had to review the method until the result was satisfying.

The writer restricts the scope of study; so the problems are not so, and the study is useful. Therefore, the writer only studies about 'peer review' in writing in school. In this case, the students involved were FITK 4-13-4 and FITK 4-13-32. Both of them were the participants of the study. The number of FITK 4-13-4 were 22 students, and FITK 4-13-32 was 14. Therefore, all of them were 36 students who were participants of this research. They were 29 females and seven males.

The writer chose these classes because all of them had English III. In other words, they learned writing down. Writing down in English is very difficult even those who have profound experiences about it. Even, they have English III, what they do is the exercise of writing. In this case, the writer introduced them peer teaching; that is, the students' writing will be corrected by their friends. This research was conducted in 2015, from 3rd March until 26th May.

The data were collected through observation and test. Observation is the mainstay of action research. It enables the researcher to document and reflect systematically upon classroom interactions and event, as they occur rather than as we think they occur. The term observations are being used here in the sense of taking regular and conscious notice of classroom activities and occurrences which are particularly relevant to the issues or topic being investigated. In this step, the researcher observed students' classroom behaviors and students' achievement during the teaching-learning process (Burn, 1999: 80).

The test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2004: 3). As we know, there are three domains which education has. There are cognitive, effective, and psychomotor domains. The test was done by teachers to measure students' achievement in teaching writing. In this research, the writer used a different test for every cycle. The writer asked the students to write down based on their experiences (a descriptive text, procedure text, for and against the text, recount text, and a cause and effect text). The experiences helped students to find their ideas because in the previous tests the students did not find their ideas to write texts and they had difficulties in vocabulary.

Research Finding

Description of the Implementation

This study focused on improving the students" writing ability in four numbers of texts using peer review based on classroom action research. In this chapter, the writer wanted to describe peer review and analyzed the results of this research that was conducted in three cycles.

1.   Pre-cycle

This activity was done on March 17th, 2015. In this step, the writer explained kinds of writing the students should practice writing. The writer also explained the definition of recount, descriptive, procedure, and cause and effect texts and generic structure of that writing. The writer, then, asked students to open their New Sep Up 3:

Writing. The writer also asked students to look at the video, showing them recount text, descriptive text, procedure text, and cause and effect text. The students analyzed the generic structure and language features. In the last activity, the writer asked them to write down one of the texts mentioned above. The purpose of this activity was to measure students' ability in writing one of four texts.

After students finished their work, teacher checked students' writing. Based on the resulting test, students writing ability in writing was:

$=$

$=$

$$\frac{1.543}{36}=42, 86$$

Where:

  =   The average of student score

  =   Total score

  =   The number of students

From the results above, the mean of students in writing one of four texts was 42,86. Based on the students" answer, they reached the shallow condition. The main reason was that they lacked vocabulary even in writing comprehension. In this case, students did not have the main ideas to write. Besides that, students did not understand the generic structure and language features of the four texts (recount, descriptive, procedure, and cause and effect texts).

2.   Cycle I

This activity was done on Tuesday, April 7, 2015. Based on the result in pre-cycle, it was not satisfying so that the writer decided to use the peer review method.

a. Planning

In this step, the writer arranged a lesson plan. Lesson planning was arranged by the writer based on the problem identified. The writer and collaborator prepared checklists observed before. The writer also prepared passage for students using peer review. Besides that, the writer prepared a group of discussion. The writer grouped students based on the result of pre-cycle — moreover, the last, the writer prepared worksheet for students. Students could choose one of four of texts, and they should write at least three paragraphs.

b. Action

The writer also prepared passage for students using peer review. Besides that, the writer prepared the group of discussion. The writer grouped students based on the result of pre-cycle. The writer explained one by one language features of the four texts; the collaborator reviewed the tenses. After that, the writer divided students some groups and each group consisted of 4 students. The writer divided students group based on the result of pre-cycle. It helped students to share their knowledge with their friends.

c. Observation

During the teaching-learning process, the writer observed that some students could be active and paid attention to what the writer explained. When the writer explained the materials, some students paid attention to her and could answer the writer's questions. However, some students did not understand what they should do. They asked their friends what they should do, and also asked the writer what they should do at that time. Then, the writer explained again what they should do at that time. They should write down one of four writing texts (descriptive, recount, procedure, and cause and effect texts).

d. Reflection

In this step, the writer and the collaborator discussed the results of the first cycle. Based on the test result, students writing ability in writing texts (descriptive, recount, procedure, and cause and effect) was:

$$\frac{2.191}{36} = 60, 86$$

From the result above, it can be concluded that the students" average was 60, 86. The writer and collaborator identified the students" mistakes.

3.   Cycle II

This activity was done on April 21st, 2015. Based on the result of the cycle I, it was not satisfying.

a.   Planning

In this step, the writer and collaborator arranged the lesson plan. The writer and collaborator arranged lesson planning based on the problems identified. In the 1st cycle, some students did not understand tenses. Based on this problem, the writer explained again about specific tenses which identify what kind of genre the students should pay attention to. Besides that, the researcher and collaborator prepared checklists.

b.   Action

The writer showed the students the result of the previous tests. It showed and explained the mistakes the students made on the week before; the writer identified the text the students were used to making in writing tests. The writer, then, identified the generic structure and language features of writing the students chose.

c.   Observation

In this step, most students paid attention to the writer" s explanation. Students were enthusiastic to answer the writer's questions and asked the question to the writer.

In teamwork, students could cooperate with their teamwork although some students talked with their friends. The students' enthusiast to find out the meaning of the passage seemed potential. They tried to arrange the sentences into good paragraphs.

d.   Reflection

In this step, the writer and collaborator discussed the result of the second cycle. Based on the result of the test, the ability of students's writing was:

$$\frac{2.397}{36} = 66,6$$

From the result above, the average of the research was 66, 58. The result of the second cycle showed that the students were able to use the tenses, but some students were not able to write the text.

4.   Cycle III

This activity was done on May 26, 2015. Because the result of the second cycle was nearby KKM, the writer decided to use peer review as one seeing models to students' friends.

a.   Planning

In this step, the writer and collaborator arranged lesson plan. Lesson planning was arranged by the writer based on the problem identified. The writer and collaborator prepared checklist observation. It aimed to be more easily observed. The writer also prepared passages for students to use peer review. Besides that, the writer prepared groups of discussion. The writer grouped students based on the result of cycle II. Finally, the writer prepared a worksheet for students.

b.   Action

In this step, the writer gave the result of the tests. The writer asked students to analyze answering test themselves. The writer asked students about their mistakes they made. After they knew their mistakes, the writer asked students to say their mistakes themselves. Next, the researcher gave the example of the written texts. The writer asked students about language features of the written text, and then the writer identified language features of the text one by one. The writer asked specific participant of the text, temporal conjunction in the text, and tenses in the text. In this step, students involved to answer the writer" s questions. Students could answer the questions. After that, the writer explained the generic structure of the text and identified them together with students.

c.   Observation

In this step, students paid more attention when the writer explained and identified generic structure and language features of the text. The students should correct their peer's writing. In peer review, students were able to share and

cooperated with their teamwork. Students were also enthusiastic in the teaching-learning process, and they also did written tests.

d.   Reflection

After the writer gave treatment, she also tested them with a written test. It gave purposes of measuring students' achievement in writing four written texts. Then, the writer and collaborator discussed the results of the third cycle. Based on the test, students' writing ability in writing four written texts is:

=

=

2.577
36
= 71,58

From the result above, students average was 71.58. The result above showed that students were able to write four written texts well. Students were able to understand four written texts. They were able to identify the generic structure and language features of four written texts. Finally, students were able to write four written texts well.

The Improvement of Students' Writing

Having implemented peer review in writing, the writer compiled the data. The writer counted the result all of the aspects in writing. The writer counted the data; they were analyzed of pre-cycle, first cycle, second cycle, and third cycle. The writer got the result based on Classroom Action Research.

1. Pre-cycle

From the pre-cycle result, it can be concluded that the students' ability in writing texts was still weak. Most of the students did not pass the standard minimum success criteria (KKM) that were regulated by the school. In this case, it was 70. Their average score was just 42.86 and it was still far from fulfilling the requirement.

The level of students" achievement in this pre-cycle was poor. Their score was still under the KKM, the writer and collaborator conducted to teach writing using peer review. Because they implemented peer review in teaching four kinds of texts, they also gave a written test.

2. Cycle 1

From the result above, it can be concluded that students' score was fair.

However, some students did not pass the standard minimum success criteria. The school regulated that it was 70. The average score was only 60.86, and the students still had time to fulfill the requirement. In this cycle, only one of the students, whose student's code was A.29, passed the KKM. Besides that, the writer observed students in the teaching-learning process at classroom by using observation checklist. This observation was done in the teaching-learning process by using peer review. Peer review was just one of learning methods the students could engage in their classroom.

3. Cycle II

From the result above, it can be concluded that the students" score was good.

However, some students did not pass the standard minimum success criteria regulated by the institute that was 70. Their minimum scores were 58 and 62, so they were still enough to fulfill the requirement. In this cycle, 13 students did not pass the KKM, and the other students could pass KKM. Based on the rest, the lowest score was 58, and the highest score was 75.

Besides that, the writer also observed students in the teaching-learning process at classroom by using observation checklist. This observation was done in teaching-learning of four kinds of writing text (recount, descriptive, procedure, cause and

effect texts). In doing the texts mentioned above, the students did them reviewing their peers.

    4. Cycle III

Some students were more enthusiastic in teaching learning process although the previous research showed that they did not pass KKM. The writer, then, conducted the four kinds of writing based on the peer review.

Based on the result, the average score of students is a little bit good. In this cycle, all students could pass the standard minimum success criteria although one of them still got fair. The highest score was 80, and the lowest one was 63. It meant that the students were able to write down four kinds of text, that were recount, descriptive, procedure, cause and effect texts well. Besides that, the writer observed the students in the teaching-learning process in the classroom by using the observation checklist. This observation was done in teaching-learning recount, descriptive, procedure, cause and effect texts by using peer review.

From the table above, the writer could conclude that peer review in writing comprehension text, i.e. recount, descriptive, procedure, cause and effect texts could improve students writing. The implementation of peer review in writing comprehension was successful. It can be seen from the results of each table.

The students" improvement in writing recount, descriptive, procedure, and cause and effect texts could be seen in the following diagram:
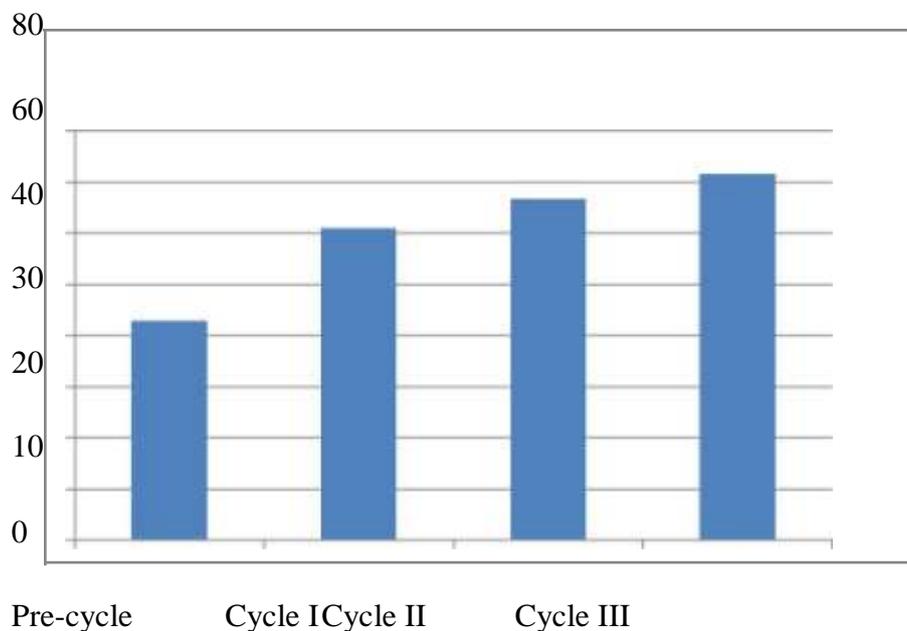

Figure 1. Diagram of the whole test

From the diagram above, the writer concluded that the students" writing improved

since the students have known about peer review. Recount, descriptive, procedure and cause and effect texts were firstly practiced during their daily activities. In the pre-cycle, the average result was 42, 86. It showed that the average was low because the score for KKM was 70. Cycle I showed that there was an improvement; that was 60, 86. In cycle II, it was 66, 86, and it was 71, 58 in cycle III. It meant that there was an improvement in every cycle after using peer review in teaching four kinds of writing text.

Conclusion and Recommendation

From all of the data analysis, the students' writing ability has been improved well. Using peer review, this research was done by the students of FITK4-13-4 and FITK4-13-32 in the academic year 2014/2015. These students took their English III that was writing comprehension. Also, this research showed that peer review in writing comprehension improved the students' ability in their writing texts. Having implemented peer review in their writing, the students improved their score so that the writer could take the conclusion that peer review helped them write down well. It can be seen the average of students in each cycle. In the first cycle, the students' average score was 60, 86. In the second cycle, it was 66, 86, and in the third cycle, it was 71, 58.

Having done all the tests, the writer had some suggestions. Firstly, English lecturers should motivate students' interest in writing by giving them writing materials. Secondly, English lecturers should use some methods of teaching writing. Therefore, students were more interested in joining writing classes. Peer review in writing could help students understand the text and compose sentences.

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