

ENGLISH LANGUAGE TEACHING AND RESEARCH

Editors :
Junaidi Mistar
Gunadi Harry Sulistyoy



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Dilarang keras mengutip, menjiplak, memperbanyak, memfotokopi, baik sebagian maupun keseluruhan isi buku ini serta menjualbelikannya tanpa izin tertulis dari PT. Tokoteknologi Mikroelektronik Nusantara

INTRODUCTORY REMARKS BY THE EDITORS

1. Importance of the Book

While it is true that English was originally the language of England, but through the historical efforts of the British Empire it has become the first and second language of many former British colonies such as the United States, Canada, Australia, India, and Singapore (Naved, 2015). Moreover, it is also reported that the use of English in countries like Argentina, Belgium, Sweden, Sudan, and the United Arab Emirates is increasing and English tends to shift into a second language as indicated by the fact that it is now also used in intra-national communication in these countries (Graddol, 1997). In most other countries around the globe, including Indonesia, English is learned as a foreign language.

The trend of teaching English as either a second or a foreign language in non English speaking countries is a logical consequence of the fact that the position of English in the world today has been very significant in academic, business and social lives. No one denies that in order to be able to get in touch among people from different corners of this global village, they have to be able to communicate in English as it is now a lingua franca worldwide. This situation implies that people of any nation have to equip themselves with English if they do not want to be left behind in this fast-changing world. As such, English is taught as either first, second, or foreign language.

Unfortunately, complaints regarding English teaching particularly in Indonesia are quite prevalent so far. The complaints mostly deal with the results, which seem to be far from being satisfactory. The English skills of most senior high school graduates are still so low that, despite having learned English for six years, they are still incapable of using it for either active or passive communicative purposes. They cannot read, listen, speak, and write well. The situation at the university level is quite similar.

When TOEFL scores of Indonesians are used as an indicator, the situation is quite the same. Saukah (2003) also reported a study of English competence of lecturers in Indonesia. The subjects consist of 1267 lecturers from 34 universities in Indonesia who are going to study abroad. The instrument is a TOEFL Equivalent Test. The findings are that the average TOEFL Score was 390.5, none scored higher than 600, only 0.3% scored higher than 550, only 3.2% scored between 500 and 550, and the rest scored less than 500.

Who is to be blamed then, the teachers, the students, teacher education institutions? On this matter, while Huda (1999) mentions the poor competence of the teacher as a cause, Alisyahbana (1990) lists the factors of poor textbook availability and poor learning motivation on the part of the learners that have contributed to the poor English achievement of Indonesian students. Moreover, Muhtar (1995) mentions the overcrowded classes and poorly-paid teachers to be main causes.

As human factors in the teaching learning activities, it is true that the role of teachers and learners in a foreign language instruction is very significant. The teachers are the ones who are responsible for arranging and managing the instructional components to function in an

effective system. They are responsible for setting up instructional objectives, developing the proper instructional material, selecting the instructional techniques, and conducting the appropriate evaluation procedures. Therefore, the issues of how teachers should teach have gained much attention among researchers during the past decades. Investigations of these matters resulted in the development of models and approaches to second/foreign language teaching.

The role of the learners cannot simply be neglected. In fact, there is no real teaching activity unless there are learners being involved in it either directly or indirectly. It is not surprising then to argue that assessment of the effectiveness of instruction should be based more on how the student learns than on how the teacher teaches. This assumption leads to a great awareness of the significant roles the learner plays in the learning process. Therefore, a great deal of research on how learners learn was carried out in the last few decades.

However, it seems unfair to blame anyone of them as they are just parts of a number of factors influencing success in second/foreign language (L2/FL) learning. Sadtono (1997) says that two factors influence the success of learning a new language and these factors are linguistic and non-linguistic in nature. The linguistic factors are factors concerning the target language itself such as the phonology, morphology, syntax, etc. The non-linguistic factors, on the other hand, are those external to the nature of the language being learned such as the curriculum, learning facilities, teacher, and student. This indicates that improving the quality of English teaching requires one to study all factors that may potentially affect the teaching-learning process. Moreover, innovations brought about by research endeavours should then be readily transformed into classroom teaching and learning activities.

Then, it is to disseminate findings of research carried out by teachers and lecturers that this book is published. The book contains selected papers presented in the first international conference on English Language Teaching and Research (ELTAR) conducted by English Language Education Study Program, Postgraduate Program of the University of Islam Malang.

2. Organization of the Book

The book consists of four parts: Part A deals with very specific topics such as teaching-learning and assessment strategies, Part B concerns about broader topics of curriculum in general and context-specific teaching of English, including English for vocational school students and English for young learners, Part C are about the broadest topics of English language and culture learning, and Part D deals with topics beyond language learning: character building and teacher development.

In Part A Mubarok, Ratnasari, and Amalia reported the finding of their study on the effectiveness using audio-visual media in the teaching of listening skills of extended dialogues and monologues carried in a vocational high school. In brief, they found that the students in the experimental class who were taught using audio-visual media gained significantly more listening comprehension achievement than their counterparts in the control class who were taught using audio media. Isnawati and Sulisty reported their descriptive study on the feasibility of using

Written Feedback and Conference (WFC) strategy in the teaching of writing skill. They found that students perceived the use of WFC positively and they thought it provided more advantages than disadvantages to the students. Accordingly, the researchers recommend that teachers use WFC in the teaching of writing skills. Meanwhile, Kurniasari, Khairunnisahand Wulandari described the fruitfulness of using conversation journals in the teaching of speaking skills. The students were found to be more motivated to speak and, as a result, their speaking skills improved significantly.

Furthermore, the use of technology-based learning in the teaching of English is also presented in Part A. Inggita and Gloria were interested in studying the implementation of Mobile-Assisted Language Learning (MALL) as an alternative of Computer-Assisted Language Learning (CALL). They asserted that MALL was perceived to be more advantageous because of its mobility, so that the students can learn anywhere and anytime. However, this technology-based mode of learning challenges English teachers to also keep up with advancement in technology. One form of MALL is *Whatsapp Messenger*, the advantages of which are studied by Adieb, Rendhi, and Salim.

Lastly, this section is ended with two papers on assessment: peer assessment and self-assessment. Jumariati and Husyana studied the contribution of peer review (peer-assessment) to the quality of writing of intermediate students at Universitas Lambung Mangkurat. They found that peer review was effective in improving the students' scores of writing, particularly in the aspects of content, grammar, and mechanics. Similarly, Anjarwati, Ni'amah, and Hentasmaka reported their pre-experimental study of the effectiveness of guided self-assessment in the teaching of grammar. Their study also came up with a finding that the students' mastery of grammar improved significantly after being treated with guided self-assessment.

Next, Part B contains five articles dealing with curriculum and specific-context English teaching. In this part Hurriyah, Fitria, and Humaira studied about the teachers' perception of the curriculum change in Indonesian context from the school-based curriculum into the 2013 curriculum. The research indicated that teachers of English were in favor of the change of the curriculum as the new one (the 2013 curriculum) encourages the students to be more active and requires the teacher to be more creative in designing the teaching-learning process.

Improving the quality of English teaching in Tourism Vocational Schools has been a research interest of Mujiono, Tunggal, and Rahutami. Using a research and development design they developed integrative learning media using multisensory approach with elaboration model, which was then judged to be valid by expert validators. They then recommend that the media be used in the teaching of English to students Tourism Vocational Schools. Still in the context of English teaching to vocational school students, Amaliah reported the potential relationship of students' Extramural English activities, their attitudes towards English, and their English proficiency.

In the context of English for Young Learners (EYL), moreover, two studies are covered in Part B of the book. The first one is a study by Ermerawati, who studied the role of classroom discourse in speaking class. Using observation as a technique of collecting the required data, she reported that teachers of English at the elementary school she studied need to apply classroom

discourse approach in order to help them manage their classroom activities. Meanwhile, **Setyaningrum** and **Warnanda** came up with a recommendation that Indonesian children songs be translated into English and then used them in the teaching of English to elementary school students.

Part C of the volume takes broader issues of English language and culture learning. They deal with language and culture learning, and the use literary work to promote both language and culture learning. **Anjanillah** and **Andriani** compared the learning of English and Javanese as the two languages stand as local content in the elementary school curriculum. Contradictory to what many people are worried about, the teaching of English did not eradicate the teaching of Javanese as the students were found to have better achievement in Javanese than in English. Furthermore, **Mukorobin** explicates the need of promoting awareness of cultural differences between English and Indonesian. Thus, introduction of English culture together with Indonesian culture in English classes through the use of storytelling, essay writing, and presentation of the two cultures is considered important in English classes.

In order to promote students' learning of both the language and the culture of English, **Solichah** suggested the use of fairy tales. She asserts that the use of fairy tales as English learning materials will improve students' mastery of the language and culture, so that their interest and motivation to learn English will in turn increase. She also claims that the use of fairy tales also develops the students' whole personality. Lastly, Part C of the book is closed with a chapter of the importance of enhancing teacher and learners' critical literacy in Indonesian EFL context by employing hoax as learning materials. In this case, **Arifin** offers eight practical steps to use hoax in EFL classrooms to develop critical thinking skill.

The last section of the book is Part D, which consists of three chapters. Two articles are about students' character building and one is about teacher development. **Anugerahwati's** chapter on how Indonesia welcomes character building for the 21st century proposes some ways of reinforcing students' noble characters through English lessons, particularly among students of junior high schools. She explains that English teachers can develop students' good characters through careful selection of the materials, design of group and individual tasks, and other teaching-learning activities. In fact, the importance of developing good characters is not only for high school students, but also for students of higher education. In this case, **Kuzairi** and **Maulida** reported that English teaching-learning activities carried out in a number of higher institutions in South Kalimantan entail character building process. Such characters as being responsible, caring, respectful, and fair are built and developed through classroom activities such as requiring students to complete and submit exercises and assignment on a predetermined schedule, checking, reviewing, and providing feedback on the students' work, appreciating the students' ideas and responses on the teachers' questions, and treating the students equally respectively.

This last part of the book is closed with a chapter by **Yusuf** and **Wijayanti** who promote the use of students' feedback for teacher professional development. Using a questionnaire to collect the required data, they came up with a conclusion that both the teacher and the students viewed that the students' feedback of the teacher's teaching performance is beneficial for

developing the teacher's teaching competence. The teacher could improve her teaching strategies which were perceived to be ineffective by her students after she had read the students' feedback. Thus, the students' feedback contributed to the development of the teacher's professionalism.

3. Closing Remarks

The book is indeed a fruitful resource for both teachers and researchers, who are concerned about improving the quality of teaching English as a foreign language (EFL), particularly in Indonesian context. The chapters contain practical guidelines of how to teach the students in the classroom to develop their English skills, including speaking, writing, listening, reading, as well as to build their characters. They also contain important references for researchers to carry out further studies to validate findings of the previous studies. In short, the book is a should-be-read resource for practitioners as well as researchers. Enjoy your reading!

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DOES PEER REVIEW REALLY CONTRIBUTE TO THE QUALITY OF STUDENTS' WRITING?

Jumariati and Rika Husyana

Abstract: Writing paragraphs or essays in a foreign language may bring student obstacles pertaining to the quality of the content, organization, cohesion and coherence, dictions, grammar, and mechanics. As a result, the students may be frustrated and discouraged. Therefore, the process of writing which provides students the opportunities to write, review, revise, and edit their drafts should be given ample attention. Within the process, students have the chance to write their drafts by the help of their peer who read their drafts and spot the errors for them. This research investigated the effect of peer review on the quality of students' writing and to what extent it contributed to quality improvement. The study involved the intermediate-level of English Department students of *Universitas Lambung Mangkurat*. The data was obtained from the scores of the students' writing assignments. The findings showed that the difference of the mean scores was significant (p value obtained was .000 which was less than the significance level .05). Furthermore, significant differences were found in the components of content, grammar, and mechanics. The study concludes that Peer Review brings positive effect on the quality improvement of the students' writings as far as content, grammar, and mechanics are concerned. This implies that teachers should implement Peer Review in teaching EFL writing to help students develop their writing skills.

Key words: Peer Review, writing, quality

Writing in a foreign language may bring students severe obstacles regarding the content, development of ideas, organization, cohesion and coherence, choice of words, grammar, spelling, and mechanics. In fact, they should be able to produce a piece of writing that is qualified for their academic purposes such as writing paper, project, or other assignments. The quality of their writings is evaluated from the aspects of not only the depth of the content but also the language use which includes the grammar, vocabulary, and mechanics. This situation can make them frustrated and discouraged when they are confronted with these problems while at the same time they have to generate a good writing. Hence, teachers try hard to facilitate their students in developing the writing skills in English as a Foreign Language (EFL) context.

In an effort to facilitate students in improving their writing skills, teachers can apply the process and product approaches. Within the concept of process and product approach, students are given the chances to go through the stages of learning to write until they produce a good piece of writing. In line with this, Hyland (2003) claims that writing as a purposeful and communicative activity should highlight not only the formal accuracy and distinct language components but also the meaningful context. He affirms that the process approach alone does not guarantee the significant development of students' writing skills as teachers also need to focus on the content of students' writings. Therefore, integrating both process and product in EFL teaching writing is a good choice for teachers to help students develop their writing skills.

By applying both the process and the product approaches, teachers can facilitate the students in producing good writing within sufficient time and assistance from their classmates. Peer Review (henceforth PR) is a collaborative strategy that helps students improve their drafts through its stages of reviewing other's writing in which students can analyze, spot the errors, and give comments on their peer's draft based on the criteria provided by the teacher. Thereby, the comments given on the drafts are used by the receiver to revise and improve their drafts. This affirms that PR which is integrated in the teaching and learning of writing skills enhances students' learning through socio-cultural learning environment. In the process of peer-reviewing, students help each other to see the weaknesses and

strengths of their drafts. In the socio-cultural learning environment, students learn to develop their Zone of Proximal Development (ZPD) by the aid from their peers and teacher (Zuengler & Miller, 2006; Putnam, 2011; Behroozizad, Nambiar & Amir, 2014). Rooted from the principle of socio-learning proposed by Vygotsky in 1978, PR enables students to work with their classmates to improve their skills in writing.

PR furthermore works well provided that the students are trained before reviewing their peer's draft concerning the writing aspects that the draft should have (Min, 2006; Rollinson, 2005; Lundstrom & Baker, 2009; Lam, 2010; Moloudi, 2011; Esmaeeli, Abasi & Soori, 2014) and when feedback sheet which guides students in reviewing their peer's draft is provided by the teacher (Cahyono & Amrina). The investigation by Min (2006) specifically pointed out that the quality of students' revisions was increased and that students integrated their peer's comments into their revised drafts. Thus, in order the feedbacks to be effective students need to be trained on how to give supportive comments which can encourage the receivers to improve the writings. Rollinson (2005) mentions that in the PR, peer readers provide useful feedback while the peer writers can revise effectively based on the comments from the peer readers. He further asserts that by giving the students practice in becoming critical readers, teachers are at the same time helping them towards becoming more self-reliant writers, who are both self-critical and who have the skills to self-edit and revise their writing (Rollinson, 2005:29). In addition, Hyland and Hyland (2006) state that peer review helps students engage in interaction and establish mutual learning with the peer community. During peer review, they assist each other to develop writing skills and discourse strategies.

Studies point out that PR brings prominent contributions in the teaching and learning of writing in EFL context. A study conducted by Min (2006) showed that students improved their revisions and writing quality directly after being trained to peer-review each other's draft. Meanwhile, a survey study by Kim (2010) focusing on students' perceptions and attitude toward online PR found that the PR activity made them aware of the correct forms of written English either in their own or their peer's draft. Moreover, the participants showed positive attitude as they admitted that it gave them the chances to apply their grammatical knowledge and to notice grammatical errors. The students enjoyed sharing their writing with their peers in the sense of openness. In the same line, Strijbos, Narciss and Dunnebir (2010) found that the low-competent students improved their writing more than the high-competent students as they learned a lot from their classmates' comments and feedback during the PR activities. Another study is conducted by Moloudi (2011) investigating the effectiveness of PR (online and face-to-face) showed that there was a significant improvement on the participants' writings after the students reviewed their peer's writings in terms of the content, organization, vocabulary, grammar, and mechanics. These components improved significantly after they practiced peer-reviewing each other's draft. Similarly, the investigation by Liu and Lee (2013) found that feedback from the peers improved the students' writings. The study also revealed that the students preferred to have specific feedback from their peer and they adjusted their draft following the specific feedback.

Studies are also conducted to investigate the types of feedback which contribute to the improvement of students' writings (Van Beuningen, De Jong & Kuiken, 2008; Wakabayashi, 2008; Yang & Meng, 2013; Yu & Wu, 2013; Pakbaz, 2014). Van Beuningen et al. (2008) investigated the effects of direct and indirect feedback on the students' revisions. It revealed that there was a significant improvement on the students' writing revisions after the students received corrective feedback either direct or indirect. Meanwhile, a study by Wakabayashi (2008) revealed a more comprehensive finding that feedback with regard to the content and not surface level improved the students' writing from the first to the second draft for both the low-advance to high-intermediate students. In the same vein, the investigation by Yang and Meng (2013) showed that online feedback improved the quality of writing of the low-proficient students. They were also able to detect their errors either local or global when they revised their own drafts. Meanwhile, Yu and Wu (2013) found that descriptive comments that authors received from peers contributed to question-generation performance which then improved the writing quality. Finally, a study by Pakbaz (2014) on the effect of teacher's feedback (explicit and implicit) on

the students' writings quality showed positive contribution of written corrective feedback to students' writings.

PR brings not only advantages but also some concerns on its implementation. Rollinson (2005) mentions that first the process is a time consuming which involves reading a draft several times, making notes, then either writing the comments or engaging orally with the writer. Even sometimes the discussion might be unfocused. As has been revealed in an investigation by Moloudi (2011), the feedback given is not specific so that the discussion consumed much time that the teacher needed to get involved to keep the peers on the right track. Second, students may need to be frequently persuaded on the value of PR because they may not easily accept the idea that their peers are qualified to act as substitutes for the teacher and critique their writing. As indicated by Tsui and Ng (2000) in their study that students from certain culture prefer the feedback from teacher than their peer. They believed that only teacher who is capable of and have the authority of giving comments, evaluation or critique. Finally, it is suggested by a study conducted by Yang and Meng (2013) that the feedback offered by the peers can be ineffective. They pointed out that the feedback can be misleading and incorrect although some may be correct. Students with low proficiency level may find it difficult to identify errors and provide feedback for their peer. Their limited knowledge makes them incapable of detecting the errors and suggesting idea for improvement. Teachers should consider these concerns before they apply PR in EFL writing classrooms.

Pertaining to this, Peer Review is potential to give students the opportunities to read each other's drafts and spot the errors before then they can improve their drafts. Studies have pointed out the benefits of implementing peer review in EFL writing classes (Tsui & Ng, 2000; Min, 2006; Wakabayashi, 2008; Lundstrom & Baker, 2009; Kim, 2010; Strijbos, et al., 2010; Moloudi, 2011; Liu & Lee, 2013). The findings of the studies reveal that Peer Review contributes to the improvement of students' writing. Hence, the present study investigates the role of Peer Review on the quality of students' writings in Indonesian educational setting. It also examines to what extent Peer Review improves the writing quality. To be specific, this study investigates the effectiveness of PR on the quality of students' writing. Accordingly, the research problems are formulated as follow:

1. Do the students improve their writing quality after being trained on how to peer review?
2. To what extent does peer review improve the students' writing quality?

METHOD

The study employed a quasi-experimental design by implementing Peer Review in the teaching of writing. The subjects of the study were the undergraduate students of *Universitas Lambung Mangkurat*, Banjarmasin who were enrolled in the Intermediate Writing Course. The materials in the course were dealing with writing paragraphs within various methods of development such as extended definition, process analysis, comparison-contrast, and cause-effect. The total of the subjects were 22 students who were in the intermediate level.

The first meeting was to introduce the principle of PR which included the focus of revision and the way to give comment. The students were given a model paragraph and the teacher showed them how to review the draft following the PR sheet (See Appendix 1). The feedback given was in two forms, indirect and direct. The indirect correction feedback was given through underlining and coding the things which need revision whereas the direct feedback was given in the forms of written comment on each part of revisions. Afterwards, the students wrote a draft by choosing one out of two topics. Having finished writing, they exchanged the drafts, read their peer's drafts, and gave feedback. During the stage, the teacher assisted them by clarifying points of revisions; the students also talked to the writer of the draft once they had something to confirm. In the end, the drafts were returned to the writers and they revised the draft by considering their peer's feedback.

Subsequent to the practice or training on PR, the students were assigned to write a paragraph individually within 170-180 words by selecting one out of two topics. The assignment was carried out in the classroom and they were not allowed to peer-review each other draft. Then, their writings were submitted to be analyzed in terms of the content, organization, grammar, vocabulary, and mechanics. These activities of practicing PR and assignment were repeated in the following weeks. The schema of the teaching process by using PR is displayed in Figure 1.

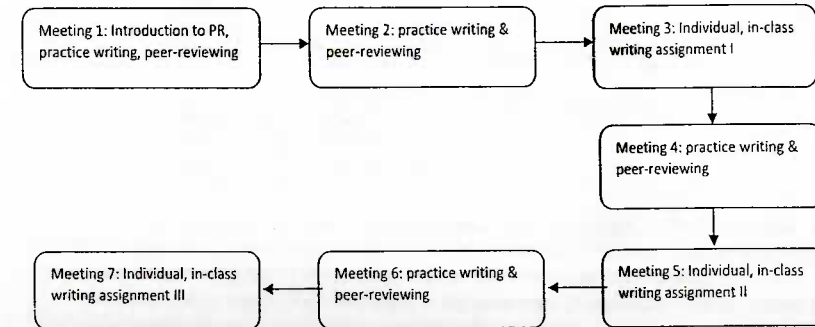


Figure 1. Schema of the Writing Activities

To evaluate the quality of students' writings, a scoring rubric, researcher-made, was employed. The rubric was to measure the quality of paragraph which consisted of content, organization, vocabulary, grammar, and mechanics. The rubric was applied in scoring the students' writings in the assignments. Besides, the study also employed inter-rater reliability by involving two raters in evaluating the students' writings. To do this, the students' writings in the second meeting were scored separately and analyzed by using Pearson Product Moment. The result showed that the r value was .93 which reflected high coefficient of reliability.

The analysis of the data was carried out by first tabulating it and then analyzing it by using descriptive statistics. Finally, to find out the components which the students made improvement, the scores in each component (content, vocabulary, grammar, and mechanics) were compared. The mean scores among the assignments were statistically compared by using One-Way ANOVA to see the improvement and to reveal which elements the improvement occurred. The analysis was carried out by using the SPSS version 20.0 with the alpha value .05 as the significance level to accept or not to accept the null hypothesis.

FINDINGS AND DISCUSSION

The data of the study were obtained from the scores on the students' individual assignments. The students' writings were evaluated in terms of the content, organization, vocabulary, grammar, and mechanics. Prior to analyzing the data, the homogeneity and normality were measured. The results showed that the data were homogeneous (the p value was .600 which was higher than the significance level) after the computation using Levene Statistics. The data were also normally distributed since the computation by using Kolmogorov-Smirnov test revealed that the p values were higher than the significance level which was 1.067, .602, and .991 for the scores in Assignment 1, Assignment 2, and Assignment 3. Consequently, the hypothesis testing was carried out by using One-Way ANOVA.

The first analysis was to test the hypothesis which stated that "There is a significant difference on the mean scores of the students' writings after being trained on how to peer-review each other's draft".

Prior to this, the analysis of the data on descriptive statistics was accomplished. The result is shown in Table 1 below.

Table 1. Descriptive Statistics of the Writing Scores

	N	Mean	Std. Deviation	Min.	Max.
Assignment 1	22	74.5000	4.35070	65.00	86.00
Assignment 2	22	77.2727	4.81250	70.00	89.00
Assignment 3	22	83.1364	5.58310	73.00	95.00
Total	66	78.3030	6.06876	65.00	95.00

The mean scores in the writing assignments were also depicted in a form of graph to give vivid picture of the difference. Figure 2 shows that the mean score increased from the first to the third assignment.

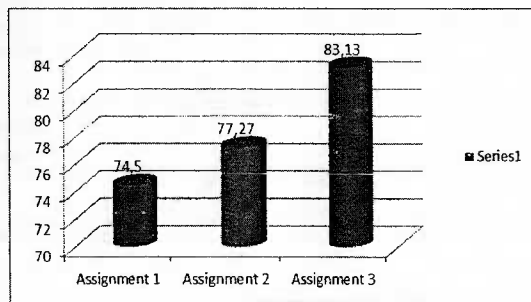


Figure 2. Mean Scores of the Assignments

The next step was to compare the mean scores of the three assignments to verify the research hypothesis (Ha). The computation result showed that the difference was significant as depicted in Table 2.

Table 2. Result of Hypothesis Testing

ANOVA					
Assignments	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	855.485	2	427.742	17.516	.000
Within Groups	1538.455	63	24.420		
Total	2393.939	65			

As can be seen in Table 2, the p value obtained was .000 which was less than the significance level .05. This affirmed that the difference of the mean scores was significant. In other words, students' writing quality was improved after the students trained to peer-review each others' draft. Therefore, the null hypothesis is rejected and the alternative hypothesis stating that there is a significant difference on the mean scores of students' writings after being trained on how to peer-review each other's draft was accepted.

It has been noted that when a significant difference was found, the further analysis would be carried out to examine in what components the improvement occurred. Hence, the mean scores on

each writing component were compared by using One-Way ANOVA. The analysis on comparing the mean scores in the component of content showed that the difference was significant as displayed in Table 3.

Table 3. Result of Analyzing the Mean Scores in the Content

ANOVA					
Content	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	238.909	2	119.455	22.434	.000
Within Groups	335.455	63	5.325		
Total	574.364	65			

The result of the analysis showed that the p value obtained was .000 which was less than the significance level .05. This was to say that the difference was significant and thus the students improved the content of their writings after being trained to peer-review their classmates' drafts.

The next analysis was on the mean scores in the component of organization. Table 4 shows the result of comparing the mean scores in the component of organization.

Table 4. Result of Analyzing the Mean Scores in the Organization

ANOVA					
Organization	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.636	2	3.818	.746	.478
Within Groups	322.364	63	5.117		
Total	330.000	65			

The analysis revealed that the difference was not significant since the p value was .478 which was higher than the significance level .05. Therefore, it can be concluded that PR did not affect the quality of organization of the students' writings.

Subsequently, the mean scores of the component of vocabulary were also analyzed to see whether the difference was significant or not. Table 5 showed the analysis result of comparing the mean scores in the component of vocabulary.

Table 5. Result of Analyzing the Mean Scores in the Vocabulary

ANOVA					
Vocabulary	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.091	2	6.045	1.755	.181
Within Groups	217.000	63	3.444		
Total	229.091	65			

Similar to the result on the component of organization, the difference was also not significant in the component of vocabulary. The analysis found that the p value was higher than the significance level ($p = .181 > \text{sig.} = .05$). In other words, the quality of the vocabulary in the students' writings was not affected by the implementation of PR.

The next analysis was comparing the mean scores in the component of grammar as shown in Table 6.

Table 6. Result of Analyzing the Mean Scores in the Grammar

ANOVA					
Grammar					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	33.303	2	16.652	3.331	.042
Within Groups	314.955	63	4.999		
Total	348.258	65			

As depicted in Table 6, the p value obtained was .042 which was less than .05 showing that the difference was significant. This finding confirmed that Peer Review contributed to the improvement of the grammar in the students' writings.

Finally, the analysis was on the comparison of the mean scores in the component of mechanics. Table 7 shows the result of the analysis.

Table 7. Result of Analyzing the Mean Scores in the Mechanics

ANOVA					
Mechanics					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21.545	2	10.773	5.740	.005
Within Groups	118.227	63	1.877		
Total	139.773	65			

The result confirmed that the difference was significant in the component of mechanics as the p value was less than the alpha (α) value ($p = .005 < \alpha = .05$). This meant that Peer Review contributed to the improvement of the mechanics in the students' writings.

The results of the present study affirmed the findings of previous studies on the positive effect of Peer Review on students' writings. The finding was in accordance with the findings of previous studies (Min, 2006; Kim, 2010; Moloudi, 2011; Liu & Lee, 2013). These studies all confirmed that the students learned from the feedback and they integrated the feedback to improve their draft. The present study also confirmed that the students became more aware on the quality of their writings that they autonomously applied the correct forms when they had individual writings. The findings of the present study showed that the mean scores of Assignment 1, Assignment 2, and Assignment 3 were increased from 74.50, 77.27, to 83.13 consecutively. Furthermore, the statistical analysis verified that the difference was significant in which the p value obtained was .000 which was less than the significance level set in the study ($p = .000 < sig. = .05$). The present study affirmed the positive effect of using Peer Review in process writing which could improve the students' writing performance or quality.

The present study also provided detailed information on what components of writing the improvement occurred. The analysis on the mean scores of all the components showed that the mean scores were 18.00, 20.72, and 22.63 for the content in Assignment 1, Assignment 2, and Assignment 3 showing that there was increasing in the mean scores. The statistical analysis furthermore showed more evident result that the difference was significant with the p value obtained was .000. The results were also similar in the components of grammar and mechanics as the statistical analysis revealed that the difference was significant (the p value for the grammar was .042 and the p value for the mechanics was .005 each of which was less than the significance level .05). However, the results were not similar in the components of organization and vocabulary. The mean scores on the organization were 18.54, 19.09, and 19.36 whereas the p value was .038 which was higher than the significance level .05. Meanwhile,

the mean scores on the vocabulary of the assignments were 15.22, 14.77, and 15.81 whereas the p value was .181 which was higher than the significance level .05.

Referring to the findings, it can be concluded that PR brings positive effect on EFL students' writing quality. Furthermore, PR contributes to the improvement of the content, grammar, and mechanics as the present study reveals. The improvement may occur due to several reasons. First, the subjects of the study learned from each other during the peer-review sessions where they found it enjoyable to talk to their classmates about their writing and have suggestions from their peers. This affirms the theory that in a socio-cultural learning atmosphere, students learn to expand their ZPD with the assistance from their classmates (Zuengler & Miller, 2006; Putnam, 2011; Behroozizad, Nambiar & Amir, 2014). It is through reviewing each other's draft that the less-able students learn from their more-able classmates' suggestions on how to make their drafts better. Even the high proficient students can sharpen their knowledge and writing skills by reviewing their peer's drafts and explaining points of revisions to the less-able classmates.

Second, the use of peer review sheet helped students focus on the revisions which determined the quality of their drafts. In the present study, the sheet contains the aspects of writing such as content, organization, grammar, vocabulary, and mechanics and it requires the students to give respond to the quality of each component. It directs the students to focus on the relevancy of whole sentences with the topic sentence, the accuracy of the grammar (subject-verb agreement, tenses, singular-plural, articles, and determiners), appropriate dictions and correct use of spelling, punctuations, and capitalization. The sheet eventually helps them evaluate the writing aspects which determine the writing quality which then they autonomously apply the knowledge when they do individual writings and self-correct their drafts. Consequently, they can produce better writings in the individual assignments. This is in line with the findings of previous studies wherein using feedback sheet helps students with thorough guide on what to respond (Cahyono & Amrina, 2016).

Third, the types of feedback offered by the peers also seemed to contribute to the quality improvement. As has been noted, the present study employed both the direct feedback and indirect feedback. The direct feedback was given in a form of comment on the things which need revisions which helped students revise their drafts. Meanwhile, the indirect feedback was in the forms of underline, circle, and codes which engage critical thinking of the writer so that they could revise their draft by connecting their knowledge on the components of writing. These types of feedbacks gradually assisted the students in revising their drafts as they not only integrate the feedback but also think critically on what to revise and why.

Finally, the training on PR which has been carried out prior to individual writing assignments seemed to help building students' understanding on the benefits of reviewing other's drafts. The activity is positive not only to help to spot their classmates' problems in writing but at the same time it helps the reviewer to improve their own drafts as they build more comprehensive knowledge on the writing quality. As it has been revealed in the previous studies by Lundstrom and Baker (2009), Lam (2010) Moloudi (2011) and Esmaeeli, Abasi and Soori (2014), students can give more effective feedback as they know what and how to respond to their peer's drafts after they have training on PR.

Unlike previous studies which applied PR in essay writing, the present study implemented PR in paragraph writing. Nonetheless, the current study shows similar result on the positive effect of PR on EFL learners' writing. To put in a nutshell, PR is effective in helping students improve the quality of their writing as far as the content, grammar, and mechanics are concerned as the present study confirms.

CONCLUSIONS AND SUGGESTIONS

The study finds that Peer Review contributes to the improvement of the writing quality from the first until the third assignments. Furthermore, the quality of students' writings is improved with regard to content, grammar, and mechanics. These findings verify the potential role of Peer Review in

improving students' writing in EFL setting. However, the limitation of the subjects of the study hinders the generalization of the findings.

Referring to the research findings, it is recommended that teachers of EFL writing apply Peer Review in their classrooms as it is potential to help students improve their writings. However, some concerns dealing with the numbers of the students in the class, students' level of proficiency, students' characteristics, and teacher's role should be considered to make Peer Review effective. It is also suggested that students are introduced to the concept and procedures of Peer Review prior to its implementation to give students knowledge on Peer Review and build their positive attitude to the benefits of Peer Review. Finally, it is recommended that further research is carried out involving not only quantitative approach but also qualitative in nature to dig deep information from the students regarding their perceptions on Peer Review, the types of feedback they prefer, and how they accommodate the feedback into their own drafts.

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Appendix 1. Peer Review Sheet

Peer Review Sheet				
Read your classmate's draft and give underline, circle, or code on the parts which need revisions. Then, use the checklist below to help improving your peer's draft. Finally, write your comments on the space provided.				
No.	Questions	Responses		Comments
		Yes	No	
1	Is the paragraph focused on the topic?			
2	Are the sentences well-connected?			
3	Does the subject agree with the verb?			
4	Is the verb tense correct?			
5	Are singular and plural forms used correctly?			
6	Are the articles and determiner used			