

# Does Peer Review Really Contribute to the Quality of Students' Writing?



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# Background

Writing is challenging: content, development of ideas, organization, cohesion and coherence, choice of words, grammar, spelling, and mechanics.

EFL students may be frustrated and discouraged when they are confronted with these problems while at the same time they have to generate a good writing.



Writing needs to be treated as a **process** and a **product** → **sufficient time** to write the draft, review the draft and edit the draft with the **help** of their peer and teacher

Process and product, mutual learning → Peer Review

## What is Peer Review?

The principle of socio-learning (Vygotsky ,1978); students develop their Zone of Proximal Development (ZPD) by the aid from their peers and teacher (Zuengler & Miller, 2006; Putnam, 2011; Behroozizad, Nambiar & Amir, 2014)

A collaborative strategy that helps students improve their drafts through its stages of reviewing other's writing; students can analyze, spot the errors, and give comments on their peer's draft based on the criteria provided by the teacher

Previous studies reveal the benefits of implementing PR 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 present study investigates the role of PR on the quality of students' writings in Indonesian educational setting.

# Research Method

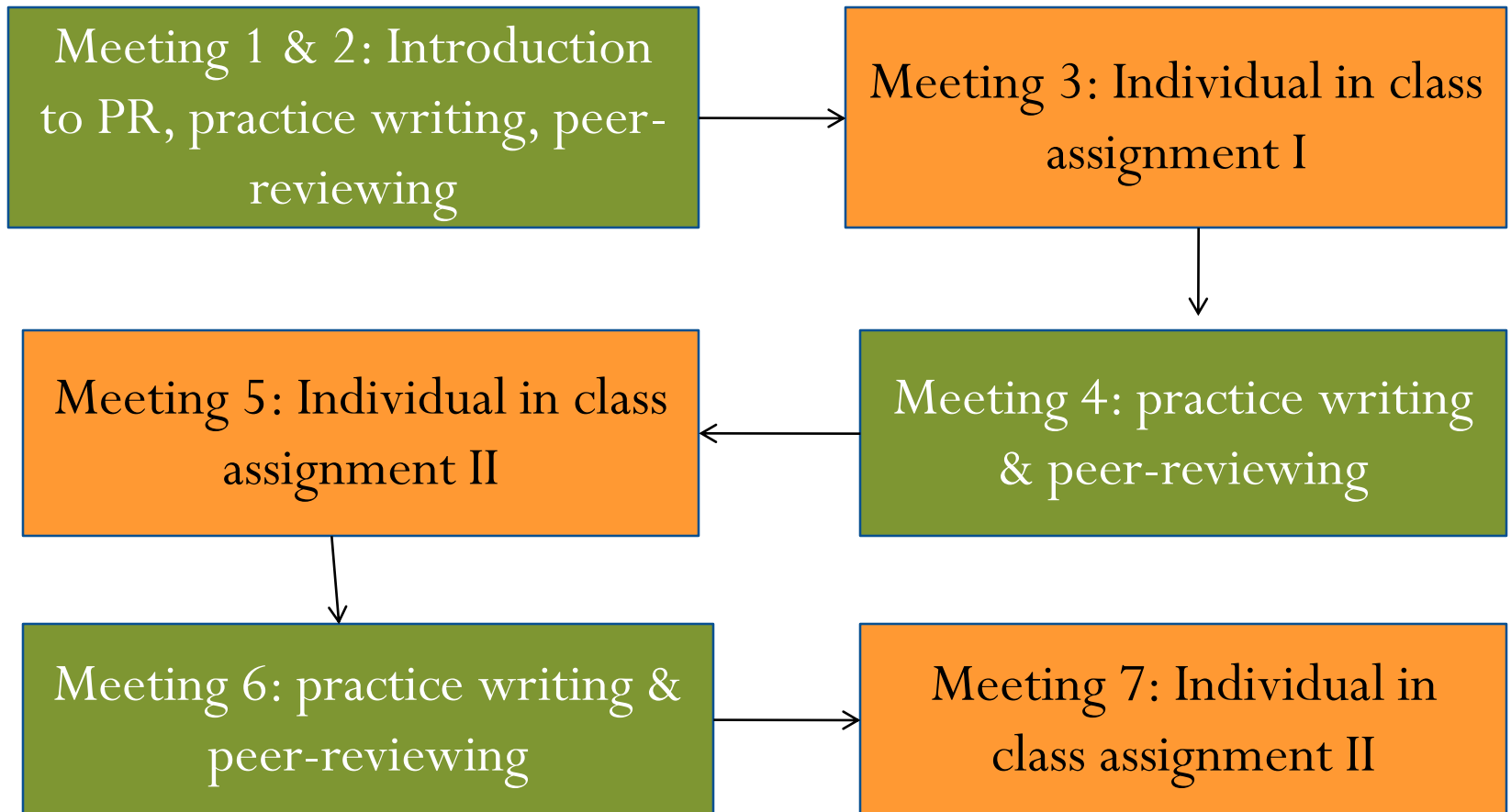
Research questions:

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?

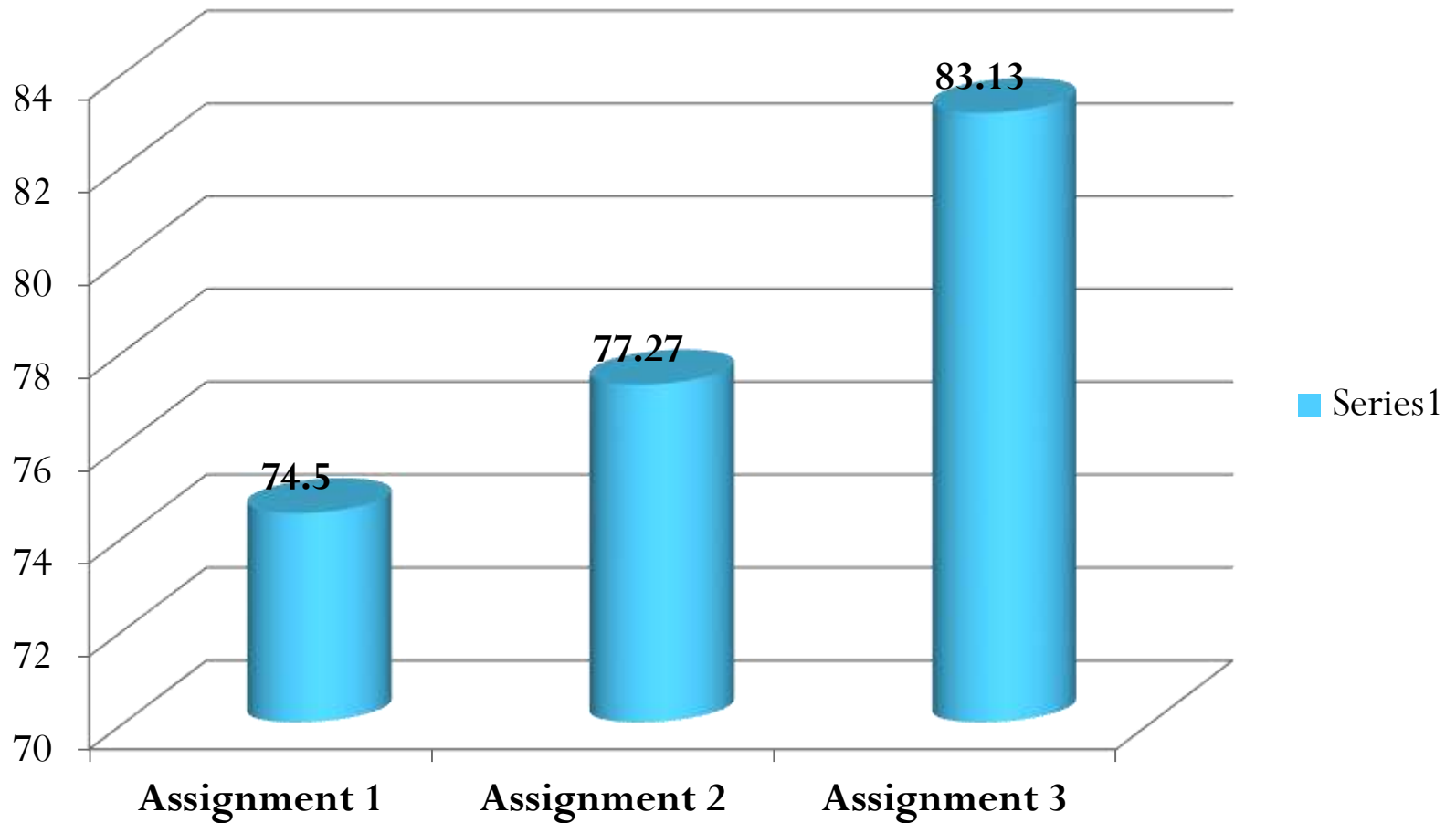
Research design: a quasi experimental

Subjects: 22 ED students intermediate level

# Procedures of PR



# Research Findings





# Results of hypothesis testing

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**.

$H_0$  is rejected and  $H_a$  is accepted (there is a significant difference on the mean scores of students' writings after being trained on how to peer-review each other's draft).

# Analysis on comparing mean scores of each component

Content

$p$  value = .000 < .05  
(significant)

Organization

$p$  value = .478 > .05  
(not significant)

Vocabulary

$p$  value = .181 > .05  
(not significant)

Grammar

$p$  value = .042 < .05  
(significant)

Mechanics

$p$  value = .005 < .05  
(significant)

# Conclusions

PR brings positive effect on EFL students' writing quality. Furthermore, PR contributes to the improvement of the content, grammar, and mechanics.

Reasons:

1. The students learned from each other: they enjoyed to talk to their classmates about their writing and have suggestions from their peers.

2. The use of PR sheet helped students focus on the revisions which determined the quality of their drafts.
3. The types of feedback (direct & indirect) seemed to contribute to the quality improvement. Students not only integrate the feedback but also think critically on what to revise and why.

4. The training on PR prior to individual writing assignments seemed to help building students' understanding on the benefits of reviewing other's drafts.

# Recommendations

Teachers of EFL writing apply PR in their classrooms; 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.

Students should be introduced to the concept and procedures of PR to give them knowledge and build positive attitude to the benefits of PR.

Further research is carried out involving not only quantitative approach but also qualitative to dig deep information from the students regarding their perceptions on PR, the types of feedback they prefer, and how they accommodate the feedback into their own drafts.

Thank you for listening attentively





# Certificate

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*This is to certify that*  
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participated as the:

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Jumariati is a lecturer of the English Department of Universitas Lambung Mangkurat, Banjarmasin, South Kalimantan. She holds the Postgraduate degree in TEFL and is interested in the teaching of writing, materials development, and Problem-Based Learning.

Rika Husyana is an undergraduate student of the English Department of Universitas Lambung Mangkurat, Banjarmasin, South Kalimantan. She is now in the process of expanding her knowledge of TEFL.

#### ABSTRACT

**Title of  
Paper:** Does Peer Review Really Contribute to the Quality of Students' Writing?

**Content of  
Abstract  
(150-250  
words):** Writing paragraphs or essays in a foreign language may bring the student obstacles pertaining to 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 with the help of their peer who read their drafts and spot the errors for them. This research investigates the effect of peer review on the quality of students' writing as far as grammar, vocabulary, and mechanics are concerned. The study involves the English Department students of Universitas Lambung Mangkurat from two writing courses: intermediate and advanced. The data is obtained from the scores of the students' writing after they have peer review practices. The conclusion on the effectiveness of Peer Review is drawn based on the improvement of the quality of the students' writings in terms of the grammar, vocabulary, and mechanics.

Key words: Peer Review, writing, quality

**Topic of Abstract:** Teaching Strategy and Method

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