



The Effectiveness of Peer Response in Writing Process to Improve Students' Writing Ability in Indonesian High School

Sarlin^{1*}, Sahril Nur² and Ahmad Arkam Ramadhani³

^{1,2,3}Department of English Language Studies, Universitas Hasanuddin, Makassar, Indonesia

*sarlin.1102@gmail.com

Abstract

The problem statement of this research namely: how does the use of peer response effect the students' ability of writing that focus to content and organization aspect; and how is the improvement of students' ability of writing that focus to content and organization after using peer response method. Using Peer Response in this research tries to explain students' accomplishment in the content and organization aspect of writing. The researcher gathered data by taking a pretest and a posttest, both of which were written tests. The findings from the pretest and posttest were collected and then evaluated in form of percentage. The research participants were third-year students of SMA Negeri 1 Benteng Selayar. There were two classrooms and each one has 30 participants. So, the population was 60 students and 60 students as the sample of this research, 30 of whom were in the experimental class and 30 of whom were in the control class, using a random sampling approach. Peer Response in writing process of content and organization aspects can improve the students' achievement (7.39). It was indicated that the students were effective in the writing process when they used the peer response approach.

Key words: Effectiveness, improvement, peer response, student's writing ability, writing process.

Introduction

The necessity for English is becoming increasingly apparent in practically every aspect of life in our country, Indonesian people. We cannot dispute that being able to communicate in English is extremely important for Indonesians. English serves several purposes in various areas of education, playing an essential part in the acquisition and development of science, technology, and culture. It is used as an English teacher to help students communicate and build relationships with people from various countries.

The goal of teaching English in Indonesia is not just for academic goals, but also as part of the national plans, which began with the 1994 curriculum, which made English a mandatory subject in senior high school. The English subject contributes significantly to the program of improving the quality of Indonesian human resources and providing worldwide access to the world of work.



Learning English as a foreign language requires four abilities. Listening, reading, writing, and speaking are examples of these. The writer stresses writing skill in this section since writing as a productive talent is critical in building students' competency. It is critical to stress writing because it is rarely used as a distinct activity in an integrated language course [1].

The capacity to write or communicate oneself effectively is essential for success in any subject in our lives or professions [2]. Writing is a crucial form of human communication. It was used to communicate with other members of society and to express our emotions and thoughts. Teaching writing includes not just teaching how to fix sentence form but also how to interpret ideas so that they are intelligible. Because of the challenges of writing, the instructor should pay more attention to teaching writing skills to students in order to develop their capacity to write and inspire students to engage their ability in studying English in order to master English skillfully.

Without a doubt, writing ability is the most sophisticated and challenging talent in English. Therefore, the writer has one alternative to use peer response in helping students to expanded ideas of other students and to increase students' confidence. Because sometimes they have limited ideas to improve their writing. When the teacher uses peer response, the students will be interested in teaching so that engage students to write. In this case, peer response to help students to express their ideas in front of their peers and can get feedback about their writing. That is why, the researcher takes this research

The researcher creates the following research questions based on the facts presented above:

1. How does the use of peer response influence the students' writing ability of content and organization aspects at the third-year students of SMA Negeri 1 Benteng Selayar?
2. How is the improvement of students' writing ability of content and organization aspects after using peer response at the third-year students of SMA Negeri 1 Benteng Selayar?

Theoretical Reviewers

What Is Peer Response?

Peer Response is a part of responding in giving suggestion and critics in the first draft of a writer by questions [3]. When students write just for their teacher, they typically develop unfavorable habits, seeing writing as a worthless school exercise and attempting to "get it right" or "give professors what they want." However, when students write for their classmates, they become too concerned with what they say [4].

Peer Response is another term for sharing and providing feedback on students' writing. Responding students will be more effective if they are doing response in communication activities about aspects of their writing then give accurate and specific feedback to interact as peers [5].

Another typical intervention in process writing classrooms is peer response, sometimes known as peer review or feedback [6]. The process through which the sender of a message acquires the reply from the recipient, allowing a check on the efficacy of the communication, is referred to as feedback [7]. Feedback refers of returning the information (tasks) to the students [8]. We need more peer comments to improve the work that students are doing. The return of evaluative or corrective information about an activity or process to its place of origin is referred to as feedback.

Peer Response is a giving information of true or false about students answer from question that given with adding information such as explain about mistakes of their draft [9]. Using learners as information sources and interacting for each other in such a way that learners take on roles and responsibilities normally assumed by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's draft in both written and oral formats during the writing process [10].

As stated by the explanation above, the writer can make conclusion that peer response is a part of ways to a process of writing or sending the result of the output back to the input of the system.

Components of Peer Response

There are three components of peer response namely: say back, pointing and questions

Say back

Request that someone read the other paper (students' paper). After that, students should set it away and compose four to six sentence paragraphs in which they literally repeat what they heard. It's basically a synopsis of their paper. The idea is to ensure that their document says what they believe it says. The researcher compares himself to a stage director. A skilled theater director does not sit in his chair and instruct the actors what to do. Instead, he observes the performers in action and then tells them what they did.

Pointing

The following portion requires the reader to return to the document and select what he or she considers to be the two greatest bits of writing in the paper. As a result, these should be exact word-for-word quotations from their greatest writing.

Questions

Finally, the individual will write two questions, not assertions, concerning what is still confused, unclear, and so on. The researcher simply asks the students to double-check the format. Remember, the purpose of this activity is to get feedback before they write their final piece.

What Is Writing?

The translation of a process or re-procedure message into written language is known as writing [11]. It entails an active process of organizing and formulating thoughts on paper so that the reader may follow the writer's words both in written and spoken form.

Writing is the process of producing visual symbols, such as a letter or a group of letters that correspond to the sound made by the writer when speaking [12].

Writing is one method of making sense of one's experiences for oneself and others [13]. Furthermore, he asserts that writing is the most approachable and appealing way since the end result, visible language, is a satisfyingly permanent record of thoughts and feelings.

Writing is the act of thinking on paper or in a mood at work in order to acquire knowledge, recognize relationships, test their actuality, reach a conclusion, and create an opinion [14]. In this way, our minds generate a wide range of ideas and the elements that support them in each piece of writing. To become an effective and efficient writer, someone should do several steps, including deciding the topic, planning the writing, focusin on readers, and evaluating the writing [15].

Finally, the writer can take a conclusion of the various definitions of writing with seeing the definition above that Writing is the process of translating what someone is thinking into written language.

Types of Writing

Types of writing into four forms, including:

Narration

Narration is a type of writing that is used to tell the tale of an act or occurrence. In chronological sequence, narration sets events in time and describes what happened. Short stories, novels, and new stories are examples of narrative, as is a substantial component of our everyday social contact in the form of letters and conversation.

Description

Description imitates the way we think, see, smell, taste, feel, or sound; it may also elicit emotions such as happiness, loneliness, or fear. It was once utilized to generate a visual depiction of people, locations, and even units of time-day, times of day, or reason. It may discuss their character or personality features.

Exposition

Exposition is used to convey information, explain concepts, and convey meaning. It contains editorials, articles, and valuable educational material. It comprises editorial, essay, and educational instructional content. It may stand alone as an essay when combined with a story. Exposition may be built in a variety of methods, whether used alone or in conjunction with storytelling.

Argumentation

Argumentation is used to persuade and persuade others. It is closely connected to exposition and is frequently used in conjunction with it. Argumentation is used to make a point or to establish or disprove a claim [16].

Components of Writing

Five significant components in writing these are content, organization, *vocabulary*, *language use*, and *mechanics* [17].

Content

The writing's substance should be clear to readers so that they can grasp the message and obtain knowledge from it. To have an excellent writing material, its contents must be effectively unified and completed. This phrase is commonly used to refer to unity and completion, which are aspects of effective writing

Unity. If the writing includes certain primary concepts and the sentences inside it develop that notion, it is said to have good unity. The core idea is conveyed in the subject phrases, and the topic sentences are connected to that notion. If the writer wants for his or her work to be united, he or she should avoid include sentences that do not support the core idea of the theme phrases.

Completeness. If the core concept has been explained and developed thoroughly, a piece of writing is considered to be complete. It is assumed that having a full writing would result in the substance of the writing being clear and intelligible to readers.

Organization

Coherence, order or important general to particular, specific to general, chronological order, and spatial pattern are all involved in the process of organizing materials in writing.

Coherence. Means "stick together," therefore all of the ideas in a cohesive essay stick together. A cohesive paragraph is one in which the concepts in the high order are never mixed up. This makes the writer's point of view clear from sentence to paragraph.

Order of importance. This type of organization is a method of categorizing supporting details based on their importance. When a writer arranges details in this manner, he should begin with the most important ones and work his way down to the least important ones.

General to specific. The broad to specialized pattern is the most common topic in paragraph arrangement. The form begins with a broad declaration made by the subject sentence, followed by a series of supporting sentences that give particular, details, instances, and facts. Because the reader understands what the major points are, he can more readily follow the evolution of the concept. As a result, it reduces the reader's chances and is especially helpful for enhancing and clarifying.

Specific. A succession of different, specific facts, details, thoughts, or observations are provided in the particular to general pattern, followed by a generalization conclusion, usually the main phrase.

Chronological. The events and details are structured in paragraphs in the sequence in which they occur, often beginning with the first and earliest and progressing to the last and latest. Not every paragraph arranged tells a story; some provide instruction and describe a process. Others report on an individual's or group's actions, while others retell historical events.

Vocabulary

Vocabulary is one of the linguistic characteristics concerned with the writing process. Writers constantly consider placing words into sentences, then sentences into paragraphs, until they can produce a piece of writing. It is evident now that we cannot comprehend the written passage unless we have a large vocabulary.

Vocabulary, as one of the most significant components of writing, should be considered by both English learners and English teachers, because learning a language always begins with learning the words of the language itself.

The efficient use of words is always essential in good writing. Words perform a dual role in personal description, communicating and evoking the reader to observe and feel.

Effective word use also addresses connotative and metaphorical language. They are all vital in almost all types of writing, but especially in personal description. Words in association are more successful in this description than words that primarily communicate information. However, words and phrases reach their limit in their power to clearly describe events; creativity has no place in factual description.

Language Use

Accurate language and grammar points are essential in writing. Grammatical terminology such as verb, noun, and adjective are used. A precise word combined with a strong verb provides a mental image of description for the reader. These nouns can be identified by using adjective, adjective, and participle form modifiers. A phrase can function as a modifier. There are several opportunities for errors in the use of verb particular and mistake in agreement in written work, but more importantly and because we have the option to reread or assess and alter what we have written. We should be able to detect and correct errors. We agree, and we should avoid grammatical errors in the verbal form subject. Verb agreement, pronoun agreement, and, if a noun and a pronoun are used, noun and pronoun agreement. These are critical in characterizing our written work as writers.

Mechanics

Because of appropriate capitalization, punctuation, and spelling, mechanics are used. This component is crucial because it helps readers to quickly absorb or realize what the writer wishes to express. The application of beneficial mechanics in writing will make it easier for the reader to group the transmitting thoughts or message to the written materials. The following is a further explanation of mechanics:

Capitalization. The use of capitalization in writing can help to explain concepts. If phrases are not capitalized appropriately, they become confusing and cause confusion. It also aids in distinguishing between sentences and orders. The words that are capitalized at the start are: the first word of one's own phrase that presents a conversation, the name of individuals, the name of an organization, the first and last word of a paragraph, and so on.

Punctuation. Punctuation can help readers identify words that should be considered as a component of meaning and determine how the units of meaning link to one another.

Spelling. Three critical tasks must be completed in order to utilize spelling successfully. They are suffixes such as adding (gerund, present participle); omitting (gerund, present participle); plural construction such as adding 'es' 's' or converting 'y' to 'i' if the final 'y' is preceded by a consonant such as fly becomes files; and the treatment of i.e., or ai inside the words.

Methodology

Research Design

This research employed a pre-experimental methodology. The author employed an experimental and a control class. It sought to ascertain if third-year students at SMA Negeri 1 Benteng Selayar could enhance their writing abilities in terms of substance and structure. The research method described the following diagram:

E = O1 X1 O2

C = O1 X2 O2

Notation:

E: Class of Experimental

C: Class of Control

O1: Pretest

O2: Posttest

X1: The treatment by using Peer Response

X2: The treatment by using non-Peer Response

1. Pre-test The pretest was given the students' writing test to measure students' narrative essay or descriptive essay before the teacher gave treatment to the students.
2. Treatment The treatment was the teaching and learning processes.
 - a The teacher explained to the students about writing process with using peer response (response between students in the same class).
 - b The students followed the guidelines that given by the teacher.
 - c The teacher gave some topics to the students and then they chose one of them.
 - d The teacher asked to all students to made or wrote a descriptive or narrative paragraph about the topics that given by their teacher.
 - e All students reread their writing and then gave their writing to their peers.
 - f The teacher gave an opportunity to the students to made comments about the mistaken or confused sentences of their writing by using Peer Response (just focused on content and organization aspect).
 - g Every student made revising and editing about all mistaken of their writing result according to response from their peer, so that they get a good writing and interesting.
 - h Every student submitted their writing to their teacher.
 - i The teacher did not give response of the students' writing as long as writing process.
3. Posttest After giving treatment, the posttest was conducted by the researcher. The test was similar with pretest. It aimed to know the students' writing achievement after giving explanation and practice about the peer response. Their achievement was based on two components observed (content and organization aspects) and they applied the peer response in editing process or response.

Research Variable and Indicators

There are two factors in this study:

1. The usage of peer response to improve students' writing skills in terms of content and structure was the independent variable in this study.
2. The dependent variable in this study was the students' capacity to improve the writing process through content and structure.

These are the indicators:

1. The accomplishment of content characteristics such as unity and completeness by pupils
2. The pupils' attainment of organizational features such as coherence, important order, general to specific, particular, chronological, and spatial order

Research Instrument

In order to collect data, the teacher instructed the pupils to write a narrative or descriptive essay on the themes provided. The test was administered twice. The first test was a pretest, followed by a posttest. The third-year students of SMA Negeri 1 Benteng Selayar were given a pre-test to assess their abilities to write narrative or descriptive essays. Following therapy, a posttest was administered. The writing test topic was not the same as the pretest and posttest.

Technique of Data Analysis

To analyze the data collected through the pretest and posttest. The steps were:

1. Scoring the students' answer [18]

$$\text{Score} = \frac{\text{Students' accurateresponses}}{\text{Thenumberofelementsintotal}} \times 10$$

2. The average score of the students' responses

$$X = \frac{\sum x}{N} \times 100$$

Description :

$\sum X$: total row score

x : mean score

N : Total respondents

Findings and Discussion

The data came from the pretest and posttest. The pretest was administered before to the therapy and posttest. The frequency and rate of % of the students' scores were shown below based on the scoring system:

The following graph depicts the rate % on the utilization of peer response of students' score in their writing skill of content and organization aspects:

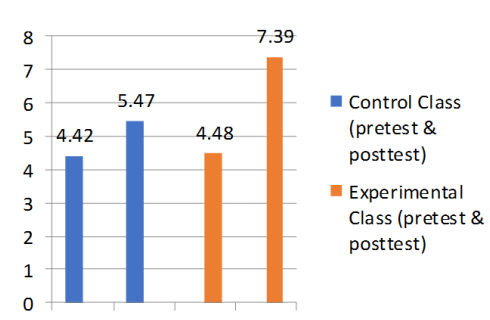


Figure 1. The influence score of students' writing ability for pretest and posttest on the control and experimental classes with peer response.

According to graphic 1, the students' writing skill in terms of substance and arrangement has been affected. The statistics in the graph above demonstrate that using the peer response approach has a different outcome than using the non-peer response method on students' posttest scores at the content and organization components of their writing skills. It meant that the usage of peer response had an effect, since the students' posttest score in the control class (5.47) differed from the posttest score in the experimental class (5.47). (7.39).

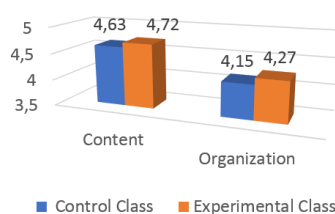


Figure 2. The improvement score of students' abilities of writing in pretest of content and organization aspects without peer response in control class and experimental class

We can observe from the graph above that the students' scores for content and organization are not significantly different between the control and experimental classes. However, after utilizing the peer response method on the experimental class, the posttest has a significant difference when compared to the posttest on the control class that did not utilize the peer response method. It was easy to see in the second table.

The statistics in the graph above demonstrate that the students' writing skills improved, with the experimental class's posttest score being higher than the control classes. It meant that after adopting peer response, students' writing abilities in terms of substance and structure improved. As a result, it may be stated that the students' posttest scores in the experimental class were higher than their posttest scores in the control class. It means that the students' writing abilities in terms of content elements improved as a result of employing peer feedback

Conclusion

According to the data analysis, Peer Response in the writing process of content and organization elements can boost students' accomplishment (7.39). It was inferred that the students were productive in their writing process when they used the peer response approach.

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Finally, the researchers hope that the research will be valuable to my readers in improving the quality of the teaching and learning process at SMA Negeri 1 Benteng Selayar.

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