

Writing Achievement of The Students Taught Through Peer Responses

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Abstract

This study aims to find out whether or not the writing scores of the eleventh-grade students who were taught by using peer responses were higher than those who were not taught. This methodology of research was a true experimental design and applied pre-test and post-test. The population of this study was the eleventh grade the sample was two classes were experimental and control group. By using the cluster random sampling technique two groups were taken as samples. The data collection technique used was a written test. The instrument was tested on students at Senior High School 4 of Palembang. Based on the test of students learning outcomes using the peer responses technique, they were in the good category with significant results, namely t table 5.089, significant level 0.05 with $df = 48$. Based on the results of this study, it could be concluded that there was a significant difference in students writing scores using peer responses, so the peer responses technique is declared effective to be used.

Keywords: Teaching, Writing, Peer Responses

INTRODUCTION

According to Wagiyo & Belitung (2018), at the elementary, junior high, high school, and university levels, English has been introduced and studied as a foreign language. English is a compulsory subject as one of the national curriculum for junior and senior high school students in Indonesia. Students should master four English language skills. They are listening, speaking, reading, and writing.

Writing is an integrated part of learning a foreign language. Also, writing is one of the most important skills in education, especially in English as a foreign language, as it shows students' ability to master writing skills, compose and express their ideas (Al Kamli, 2019).

Writing is one of the important skills that students should master to be able to communicate in English in daily life. Students can express their thoughts and exchange ideas and perspectives with others through writing (Handayani et al., 2008). In writing, we think

not only about what we will write, but also we have to be creative. Mastering more vocabulary and grammar is needed. Besides, obtaining some feedback is helpful for English learners to create a good writing (Rohmat & Sadikin, 2019). Writing is provided by the researcher in this section. Students generate literature to be read, claims Geyte (2013). This can be done using a variety of writing styles, including journal articles, books, dissertations, group project reports, etc. Even though students are required to generate a range of academic publications, essays remain the most popular type of assignment.

Writing is an essential component of language, according to Cole & Feng (2015). Ideas and information combine to produce original meaning when children write. Students therefore consider writing skills to be more challenging than listening and reading. Additionally, the majority of pupils who are learning a new language have the lowest proficiency in writing. Albeshier (2012) asserts that creation is not an act but rather the production of the words, placing great importance on usage (grammar, spelling, and punctuation), style, and the division of speech into words, phrases, and paragraphs (education, economics, emphasis, emphasis). writing process is a way of looking at writing instruction in which the emphasis is shifted from students' finished products to what students think and do as they write (Sinthianuary et al., 2017). Writing has organized the following description of the writing process into the categories of before writing, during writing, and after writing. The following is the description of the categories (Ruddell & Wiley Sons, 2008)

Concept of Peer Responses

L2 English teachers often employ the method of peer response. The collaborative learning technique enables students to write more insightful written remarks through peer answers, which they may subsequently incorporate into subsequent versions. A number of academics have questioned or pointed out the shortcomings in the feedback technique, despite the fact that feedback improves the writing scaffold and is essential in paper revision. (Writers et al., 2007)

Peer reviews and student feedback are other names for peer responses. It's a tactic that's taught in writing classes. After finishing their writing assignments and exchanging their works with classmates, students are given the task of creating a composition or essay. To help students improve their writing, peers read and provide feedback on the first draft. The peer replies technique can be applied in small groups or couples. Many significant policy issues in elementary and secondary education center on the possibility that peers will influence individual achievement. These issues include the impact of school choice programs, ability tracking in the classroom, "mainstreaming" of students in special education, and racial and economic desegregation. The impact of desegregation measures on performance is dependent not just on the likelihood that average ability spills over, but also on the extent to which different peers have a differential impact on personal outcomes (Burke & Sass, 2013).

Peer Responses played a significant role in the process that began in the 1970s. When compared to teacher feedback, modifications based on peer comments can be stronger in terms of language, structure, and content. Peer answers comments can also lead to important revisions. Additionally, it has been discovered that revisions based on peer comments result in longer texts (Hansen & Liu, 2005).

This problem was limited on writing achievement of the students taught through peer responses with descriptive texts. Other problems included the students' lack of knowledge and language comprehension. Based on the aforementioned issues, the author concluded that students struggle to convey their views in writing, including by showing objects and using concepts from their minds, when they are assigned writing assignments. To tackle writing problems and improve the effectiveness and engagement of the students' work, some creative

thinking was necessary. This calls for innovative problem-solving on the part of the teachers as they employ various methods to address the issue. According to Syahputri & Mariyati (2013), teachers should apply several teaching techniques to improve students' writing scores such as peer responses. As teachers we need to make students enthusiastic.

According to Dirgeyasa (2014), appropriate teaching techniques, such as peer responses will help the teachers to solve the problems in the classroom because peer responses employ student-centered rather than teacher-centered activities. It can guide and facilitate the learning process so that students can learn and create a better learning atmosphere.

Peer responses can be defined as using learners as sources of information and interaction each other in such a way that learners assume the roles and responsibilities normally assumed by formally trained teachers, mentors or editors in commenting and critiquing individually (Hansen & Liu, 2005).

Combined with the above problems, The objective of this research was to find out whether or not the writing scores of the eleventh grade students who were taught by using peer responses were higher than those who were not taught by using peer responses.

There were some steps of teaching through peer responses technique in the classroom by (Byland, 2004) as follows: (1) preparation, (2) introduction, (3) activity, and (4) reviewing

Preparation
Preparation involves a well-prepared arrangement in conducting the teaching-learning process. The teachers makes designs of the lesson plans, tests, texts, books, media, and other teaching material that will be used in teaching.

Introduction

The part consists of information input. The students explain about the learning objectives and topic of learning. In this step, the teacher may explain the definition, importance, the procedure of the teaching technique (peer responses), characteristics, and samples of a certain type of writing (descriptive text) and introduce the students how to apply the technique (description of peer responses) to make a type of writing, like descriptive text.

Activity

This step is concerned with the main activities in the classroom. It is the implementation of planning. The activity in planning is stated below :

- a. The teacher asks the students to write a text-based on the topic given by the teacher.
- b. After finishing their writing, the teacher divides them into some groups.
- c. Then, the teacher gives a peer responses sheet.
- d. The readers read the writers paper and give their responses on the responses sheet.
- e. After peer responses, the writer considers her/his readers comment and advice and makes her/his own decision about revision. He may decide to follow some or all of the readers advice to make a better writer.

Reviewing

Reviewing is an important step to do. In this step, the class is allowed to give any constructive questions/answers and comments or suggestions. The teacher helps students to review the tasks, correct the language used, and improve their weaknesses. This will become a good contribution to improve the student's achievement in writing descriptive text.

METHOD

In this study, a quantitative methodology was used to determine whether or not the writing scores of the students who were taught by employing peer responses were greater than those who were not. The true experimental design was employed by the researcher. To guarantee

the validity and reliability of the instruments of the test, the researcher employed written tests for the pretest and posttest. The sample in this study was two groups they were experimental group and control group, to take the sample it was used Cluster Random Sampling. (Sugiyono, 2020)

In this part, the researcher gave the treatment to the experimental group while the control group used the conventional strategy. The first round was a group where subjects were given the experience of making a descriptive paragraph and were not instructed on how to apply the peer responses technique. Instructions about the rules regarding peer responses. The second group, namely the experimental group, were given treatment regarding the responses of their peers, they made a descriptive paragraph and then they did the peer technique to identify whether a sentence was grammatically correct as previously instructed.

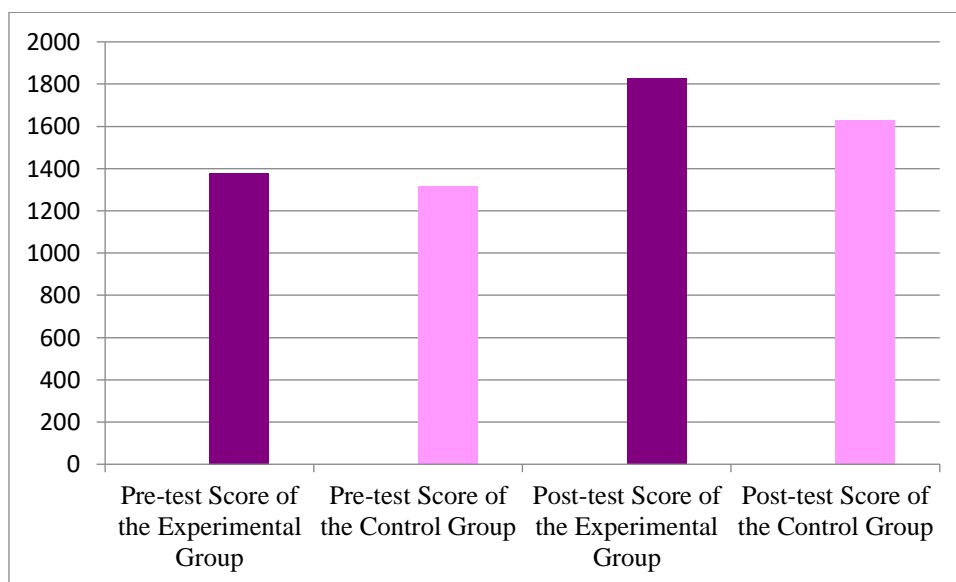
FINDINGS AND DISCUSSION

Findings

Data collection was carried out using pretest and posttest, then the result were followed by normality and homogeneity test.

Graph 1

scores of pre-test experimental and control group, and post-test experimental and control group



Based on the graph above, the score of pre-test Experimental group was given to 25 students from the rater 1 was 239 and the rater 2 was 228 with a total score was 1379. The score of pre-test Control group from the rater 1 was 226 and the rater 2 was 218 from total score was 1316.

The post-test score of Experimental group was given to 25 students from the rater 1 was 311 and the rater 2 was 303 with a total score was 1826. The post-test score o the Control group from the rater 1 was 273 and the rater 2 was 264, the total score was 1629.

Table 3. Normality Pre-test in the Experimental groups and Control Group

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			25
Normal Parameters ^{a,b}	Mean		.0000000
	Std. Deviation		4.80073369
Most Extreme Differences	Absolute		.170
	Positive		.170
	Negative		-.140
Test Statistic			.170
Asymp. Sig. (2-tailed)			.059 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

it was found that the significant level was 0.059. The data was normal distribution because it was higher than 0.05.

Table 4. Normality Pre-test in the Experimental groups and Control Group
One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			25
Normal Parameters ^{a,b}	Mean		.0000000
	Std. Deviation		4.28244319
Most Extreme Differences	Absolute		.132
	Positive		.132
	Negative		-.084
Test Statistic			.132
Asymp. Sig. (2-tailed)			.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

it was found that the significant level was 0.200. The data were normal distribution because it was higher than 0.05.

Table 5. The Homogeneity Pre-test in the Experimental Group and Control Group

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Scores	Based on Mean	.751	1	48	.390
	Based on Median	.793	1	48	.378
	Based on Median and with adjusted df	.793	1	47.876	.378

Based on trimmed mean	.677	1	48	.415
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It was found that the homogeneity was 0.390. It means that the pre-test scores in the experimental and control groups were homogenous because it was higher than 0.05.

Table 6. The Homogeneity Post-test in the Experimental Group and Control Group

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Scores	Based on Mean	2.238	1	48	.141
	Based on Median	2.122	1	48	.152
	Based on Median and with adjusted df	2.122	1	46.682	.152
	Based on trimmed mean	2.102	1	48	.154

It was found that the homogeneity test was 0.141. It means that the pre-test scores in the experimental and control groups were homogenous because they were higher than 0.05.

Table 7. Independent sample t-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Scores	Equal variances assumed	2.238	.141	5.089	48	.000	7.880	1.548	4.767	10.993
	Equal variances not assumed			5.089	47.086	.000	7.880	1.548	4.765	10.995

The results showed that the level of sig (2-tailed) was 0.00. It was clear that there was a significant difference in scores between the experimental group and the control group. This

means that there was a significant difference in writing scores between the groups. This shows that students in the experimental group scored better than the control group.

Discussion

This study seems to imply that using peer response techniques is more effective than not using instruction to teach writing. Those who receive peer feedback instructions may perform better at developing ideas in paragraph writing placements. While the shortcomings made by the group that did not use the peer response technique faced difficulties in writing paragraph ideas because some students were not interested in learning to write. After the author gives treatment, students can increase motivation in writing skills through peer response techniques. Students are interested in writing English paragraphs because they feel happy when learning English through peer response techniques.

CONCLUSION

Based on the outcome of employing peer responses to improve writing skill. Students improved their descriptive writing skills with the use of peer responses. Subjects who received training in peer responses techniques performed better in writing subjects. It was observed that some of the children of these members did not make mistakes on the test, this study explores the possibility that peer response training can help improve students' writing skills.

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