THE EFFECT OF PEER REVIEW ON TEACHING WRITING ORGANIZATION

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Abstract: This study aims at investigating the use of peer review technique on students’ writing organization ability. It becomes important since the process of revising the structural framework of writing is frequently ignored by most of the students. In fact, it is a pivotal aspect to help them construct their writings and facilitate the reader to understand the text effortlessly. In this study, the students are encouraged to think critically by reading, analyzing and giving advice to their peers’ writing. By doing so, this technique will provide them with the authentic audience which can increase their motivation to write well. Thus, peer revising checklist is distributed to the students in order to help them reviewing their peers’ writing. Experimental study is used in this study. It is conducted in Writing 2 class consisting of 60 students in English Education Department Siliwangi University Tasikmalaya. The result indicates that peer review has significant influence on the students’ writing organization ability.

Keywords: peer-review, writing organization, English Department’s students

Writing is one of the important language skills that should be mastered by EFL learners. It is very useful to give opinion, feeling, and ideas indirectly by putting them on the paper. To produce effective written work, the writer should be able to consider several writing components in order to help the readers get the main point of expressions written. They are encouraged not only to use appropriate vocabulary but also organize it in the correct arrangement well.

To compose a well-organized composition, the writer should consider the structural framework of his writing consisting the effectiveness of introduction, logical sequence of ideas and appropriate length of the text. It becomes important in order to help the writer structure their ideas in writing. As a result, the readers will be easy to understand and get the ideas on it.

Peer review is one of the alternatives to compose a good writing composition. Peer review is the activity in which the students learn to
describe the organizational structure of a peer’s paper, paraphrase it, and suggest what the author might do to improve the work (Bruffee in Bruech, 2004). It is a form of collaborative learning in which the students review and give critique each other’s work. This technique is applied in the process of revising when the structural framework of the text is revised. By using peers’ advice and critique, the students will be helped to improve the quality of their writing. To help them reviewing their peers’ writing, peer review checklist adapted from Robitaille and Conneily (2007) is used. It consists of several questions, as follows:

a. Topic Sentence
   1) Does the topic sentence fit the assignment?
   2) Is it appropriate for the intended audience and purpose?
   3) Is the main idea clear?

b. Supporting Sentences and Transition words
   1) Are there enough supporting sentences (three to five supporting, depending on the assignment) to explain or prove your topic sentence?
   2) Does each supporting sentence clearly relate to or develop the topic sentence?
   3) Are there enough specific details, facts, and examples to convince the reader?
   4) Are any supporting ideas repeated?
   5) Does anything in the paragraph not relate to the main idea?
   6) Is the relationship between supporting sentences clear?
   7) Are there clear transitions within and between sentences?
   8) Is the order of supporting sentences clear and logical?
   9) Are the sentences varied in length and structure?
   10) Is appropriate vocabulary used?
   11) Is the language clear and precise? (Are there strong verbs, specific nouns, colorful adjectives and adverbs?)

c. Conclusion
   1) Does the conclusion tie together the paragraph?
   2) Does it introduce any new ideas or arguments that might confuse the

By having advice and critiques from their peers, the students will be helped to revise their structural framework of writing that is frequently ignored in the process of self-revising. Peer review assists the students to gain confidence in their writing. It will enable the students to receive different views on their writing. Consequently, they will be motivated to increase their ability to write.

**RESEARCH METHOD**

Using experimental method, this study was conducted in the first grade of English Education Department FKIP Siliwangi University Tasikmalaya West Java. It focuses on producing several types of paragraphs; description, comparison and contrast, and persuasion. The students were asked to brainstorm their ideas to make a draft of paragraph. Later, their draft is given to their peers in order to get advice and critiques to make it better. Moreover, peer review checklist is given in order to help them reviewing their peers’ writing. It consists of several questions concerning the indicators of writing.
organization such as topic sentence, supporting sentences, transition words, and concluding sentence.

Population of the study is all of the students at the first grade of English Education Department FKIP Siliwangi University. By using cluster random sampling, 60 students become the sample; 30 students having treatments by using self-revising in the control class and 30 students having treatments by using peer review technique in the experimental class.

Written test is used to collect the data of students’ writing organization ability. They are asked to make a paragraph by choosing one the genres given, description, persuasion and comparison contrast.

**FINDINGS**

In order to pinpoint the effect of peer review technique on students’ writing organization ability, the data are analyzed by using t-test formula. The output of data analysis can be seen in the following table.

<table>
<thead>
<tr>
<th></th>
<th>exp</th>
<th>control</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Mean</td>
<td>74.04</td>
<td>60.80</td>
</tr>
<tr>
<td>SD</td>
<td>12.44</td>
<td>12.05</td>
</tr>
</tbody>
</table>

The table shows that the total students from each group was 30, the mean of experimental group was 74.04, and mean of control group was 60.80. Standard deviation from experimental group was 12.44, while standard deviation from control group was 12.05.

From the output above, it also can be seen that $t_{observed} = 3.16$ compared to $t_{table}$. From $df = 58$, it is found that the level of significance of 5% is 2.00 and the level of significance of 1% is 2.66. It can be stated that $2.00 < 3.16 > 2.66$. Therefore, null hypothesis ($H_0$) is rejected, while the alternative hypothesis ($H_1$) is accepted. It means there is a significant influence of using peer review technique on teaching writing organization.

This finding is in line with the Bargh and Schul (1980) and Webb (1991) that students feel more comfortable expressing their thought and can engage in high-verbal interaction do they discuss pertinent subject matter with their peers in the process of peer review. It helps students how to identify the features of good and bad writing in the works of others, thus developing critical evaluation skill that they can apply to their own writing. Furthermore, it provides them with constructive criticism so they can improve their paragraph before submitting them for grade (Barkley, 2005).

**CONCLUSION**

To produce a good composition, the writer should be able to provide the words by using correct arrangement. To help the reader easy to follow what the writer says, it is important to consider the structural framework of writing. It should be started by introduction consisting of attention grabber that makes the reader want to continue their writing. Later, it is followed by body of essay that provides support of thesis statement in the introduction. It is the most important part of text that explains, giving details, describe or giving example of ideas stated. Finally, ending is written to summarize and restate the topic of the text.

Peer review is good alternative to help students producing well-organized composition. It is the
activity in which the students learn to describe the organizational structure of a peer’s paper, paraphrase it, and suggest what the author might do to improve the work. By using this technique, they are encouraged to think critically and helped to produce a better writing. The result shows that there is a significant influence of using peer review technique on teaching writing organization.

REFERENCES


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