semnas -writing

by Sakhi Herwiana

Submission date: 13-Sep-2022 08:13AM (UTC-0400)
Submission ID: 1898770744
File name: PROSIDING_SEMNAS_UNHASY_2021-STUDENTS_PERCEPTION.pdf (281.32K)
Word count: 4063
Character count: 21851

STUDENTS' PERCEPTION OF COLLABORATIVE WRITING AND PEER REVIEW FEEDBACK IN EFL CLASSROOM

Sakhi Herwiana [1], Elisa Nurul Laili [2]
[1]Pendidikan Bahasa Inggris, FIP, Universitas Hasyim Asy'ari Tebuireng Jombang
[2]Pendidikan Bahasa Inggris, FIP, Universitas Hasyim Asy'ari Tebuireng Jombang

E-mail: herwianas@yahoo.com[1]

Abstract:
EFL class management in Universitas Hasyim Asy'ari Tebuireng Jombang is not good. The problems occur in the class because there is only one lecturer who teach in English skills subject. Ideally, each class should not be more than 20 students. The class will be efficient and effective if the class has small member of students. Furthermore, the lecturer will be easier to control and review the student assignments'. This study was conducted under the subject of Intensive Course 2 for Reading and Writing skills. The class consisted of 28 students. The lecturer got difficulty to manage the class because there was no assistant. The implementation of CW and PRF was tried to solve the problems. This study used questionnaire to find out the students' perception during the implementation of CW and PRF. The result showed that most of students gave positive perception to use this strategy.

Keywords: EFL, Collaborative Writing, Peer Review Feedback.

Abstrak:
Pengelolaan kelas EFL di Universitas Hasyim Asy'ari Tebuireng Jombang kurang baik. Permasalahan tersebut terjadi di kelas karena hanya ada satu dosen yang mengajar pada mata kuliah keahlian. Idealnya, setiap kelas tidak boleh lebih dari 20 siswa. Kelas akan menjadi efisien dan efektif jika jumlah siswa di kelas sedikit. Selain itu, dosen akan lebih mudah untuk mengontrol dan mereview tugas mahasiswa. Penelitian ini dilakukan pada mata pelajaran Intensive Course 2 untuk keterampilan Membaca dan Menulis. Kelas terdiri dari 28 mahasiswa. Dosen kesulitan untuk mengelola kelas karena tidak ada pendamping yang membantunya. Penerapan CW dan PRF dicoba untuk mengatasi masalah tersebut. Penelitian ini menggunakan angket untuk mengetahui persepsi mahasiswa selama pelaksanaan CW dan PRF. Hasil penelitian menunjukkan bahwa sebagian besar siswa memberikan persepsi positif untuk menggunakan strategi ini.

Kata kunci: EFL, Collaborative Writing, Peer Review Feedback.

1. INTRODUCTION

Teaching writing to EFL students (English as a Foreign Language) is kind of challenge. Writing is one of productive skill. Indonesian has mother tongue as their daily language such as Javanese and Bahasa Indonesia as a national language, therefore they never use English in daily life. Even though they have an idea to write, they have only limited vocabulary and do not know how to write essay in a good grammar. This kind of condition makes the learning process is hard to be achieved.

The students in Hasyim Asy'ari University have complicated problems in writing class. The problems come from the ability of students in writing and the management of the class. The first problem is the students cannot write well. Students rarely practice writing in English, therefore it is a significant problem that has to be solved. The lack of vocabulary can be the weakness to write in English. Furthermore, grammar also takes part of significant problem in writing. If students do not master the grammar well, they cannot write well too.

The management of the class also brings some problems into the teaching and learning process. There was only one class for writing while the students consisted of 28 of second semester students, in the subject of Intensive Course 2 in reading and writing skills. They were not divided into two groups. This problem made the lecturer had difficulty in reviewing students' written tasks. The lecturer could not handle the class because there were too many students and there was no assistant. Additionally, the time was only

Penulis Utama : herwianas@yahoo.com

100 minutes (2 credits) in one meeting. It was not enough to review the students' written task one by one. Therefore, the process of teaching and learning was not maximum.

Based on the previous study, Nelson (2000) conducted the research with the title "Teaching Collaborative Writing and Peer Review Techniques to Engineering and Technology Undergraduates" stated that peer review can give experience to stimulate critical thinking and editing. Furthermore, collaborative writing can make the students active and work as a team to support each other so they feel that by using this strategy can make them comfortable in learning activities.

Furthermore, Lin & Chien (2009) on their research entitled "An Investigation into Effectiveness of Peer Feedback" stated that using peer feedback to correct their writing assignments had contributed positive results both in cognitive and social interaction.

Related to the problems and previous studies that have been mentioned above, the lecturer decided to use other strategies to handle the class. In consideration that the second semester students had Intensive Course 1 on the first semester, in this case, the use of peer review and collaborative writing was considered as appropriate strategies.

The different between the previous study and this study is on the process of learning activity. In Intensive Course 2 the students learn 2 kinds of skills, reading and writing. So the process of teaching and learning was started with reading. The students were asked to read the text given before implementing collaborative writing. They learnt the vocabulary and comprehend their understanding by answering the questions in the text. Then, they had to discuss the text. After that, they worked in groups and asked to make an essay or composition or paragraph related to the topic of the text they had read before. They created their own story with the same topic with the text given. After they finished writing the paragraph, then they had to exchange their task to other group and had to review it.

2. LITERATURE REVIEW

2.1 READING

Reading has a lot of benefits. Students can have a lot of vocabulary by reading. So that the students can make their composition easily. Furthermore, reading can make their imagination develop. The input of vocabulary through reading can automatically improve their ability on both oral and written task (Nelson, Michal, & Perfetti, 2005 cited in Duff, D.et al. 2015)

2.2 COLLABORATIVE WRITING

Brown (2007: 53) said that cooperative usually known as collaborative, it means students work together in pairs or groups who share information and help each other with one purpose to succeed together. Collaborative writing is students work together in pairs or groups to write and share their idea to make an essay, composition or paragraphs. Many studies showed that working together can have many benefits than working individually, they are "promoting intrinsic motivation… heightening self-esteem… creating caring and altruistic relationships, and lowering anxiety and prejudice" (Oxford cited in Brown, 2007: 445).

2.3 PEER REVIEW

Lu & Bol (2007: 101) stated that students like having peer review feedback than teacher review in writing class, it also can improve the students' academic writing. Peer review is a revision by their friends in giving and receiving feedback on their writing product. "Peer review is also built on the notion of collaboration, which assumes that learning emerges through shared understandings of multiple learners, and that learning effectively occurs within interactive peer groups" (Asberg & Nulden, n.d.; Leidner & Jarvenpaa, 1995 cited in Lu & Bol, 2007;100).

3. RESEARCH METHOD

3.1 RESEARCH DESIGN

The research design of this study used qualitative method. The researcher used the questionnaire and follow up with interview on collecting the data. Then it was counted the percentage of students who have the positive opinion in experiencing collaborative writing and peer review feedback. Then the researcher described and concluded the results of the study in all aspects. Qualitative research can be explained as follows:

> Qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs. It does so by analyzing words rather than numbers, and by reporting the detailed views of the people who have been studied. Such inquiry is conducted in settings where people naturally interact,

Penulis Utama : herwianas@yahoo.com

> as opposed to specially designed laboratories or clinical/ experimental settings. Qualitative research seeks to understand the what, how, when, and where of an event or an action in order to establish its meaning, concepts and definitions, characteristic, metaphors, symbols, and descriptions. (Angrosino cited in Latief, 2013: 75-76)

Under the area of qualitative method, this study used survey research to find out the students' perceptions in peer review and collaborative writing. Based on Latief (2013:124) survey research was usually used to describe views, behaviors, preferences, and perceptions of research subject. Therefore, the instrument of collecting data of this study used questionnaire and interview.

3.2 SETTING AND SUBJECT

The subject of the study was the second semester of English department of Hasyim Asy'ari University, which was located in Jl. Irian Jaya No. 55 Tebuireng Jombang, with the total number of 28 students.

3.3 DATA COLLECTION TECHNIQUE

• Questionnaire.

There was only one questionnaire for the students' response during the implementation of collaborative writing and peer review. There questionnaire consisted of 23 questions. It was spread to the students at the end of the implementation of CW and PRF. The questionnaire was close ended. Students just gave the thick of "yes" or "no".

• Interview.

The interview needed by the researcher to get the information during the implementation. This instrument was gathered for the additional information needed in conducting the research. The data were also to know the strengths and the weakness of the strategy.

3.4 DATA ANALYSIS

The lecturer as researcher who guide the students during the process of collaborative writing and peer review feedback at the teaching -learning activity. The data that gathered by questionnaire were analyzed quantitatively. Then, the data were percentage by counting the frequency of appearance of "yes" and "no" to find out the students' respond concerning the implementation of collaborative writing and peer review feedback. After the data were percentage in a pie chart, the data were also described qualitatively.

4. FINDINGS AND DISCUSSIONS

The students' perception was taken from the data based on the questionnaire sheet that consisted of 23 questions. The data were analyzed by counting the frequency of "yes" and "no" then they were described in percentage of pie chart. The result from the students' questionnaire can be explained as follows.

Question 1: I would prefer writing the task in-group than individual.

There were 81% students stated that they prefer writing the task in group than individual because it could make writing easier. Their friends in a group would give suggestion if they made mistake. While, there were 19% students gave negative responses. They said that they prefer writing individual than writing collaboratively because they thought that in collaborative writing they had difficulties to share their idea.

Question 2: I would be motivating if I write in group

Secondly, most of the students agreed that they would be motivated if they write in a group than individual. There were 96% students who agreed that collaborative writing gave motivation to write because they got more inspiration. While, only 4 % students who were not motivated by writing in a group.

Question 3: I like writing individually

There were 58% students who liked writing individual than in a group. While, 42% students liked writing in a group. The students' statement in the third question seemed a little different with the first data. In the first data there were 81% students who prefer writing in group, but in this data there were 42% students who liked writing in a group. There were 39% data which was not accurate. The students seemed confuse about the statement and they did not give explanation about it. So, the third statement was not valid enough to be concluded.

Penulis Utama : herwianas@yahoo.com

Question 4: I am interested in writing collaboratively than individually.

There were 77% students stated that they were interested in writing collaboratively than individually, 19 % students were interested in writing individually, 4 % students did not answer the question. There were some reasons why they were interested in writing collaboratively such as collaborative writing was easier for them to write a composition, got many ideas and they could learn from their partner in a group.

Question 5: I would prefer peer review feedback than the lecturer's feedback.

In peer review feedback, only 35% students who would prefer use peer feedback. While, there were 65% students prefer to get the lecturer's feedback because they thought the lecturers' feedback was better and they did not believe their friends' correction.

Question 6: I feel comfortable when my friend reviews my written task

There were 92% students felt comfortable when their friends review their written task because it could motivate them and they know whether they made mistakes. But, 8% students did not agree with that statement because their friends' review was unbelievable.

Question 7: I enjoy giving review to my friend's written task.

There were 85% students enjoyed to give review to their friends' written task because they said they could practice their knowledge by giving review. Otherwise, 11 % students did not like to give review, and 4% students did not answer the question.

Question 8: Peer review feedback and collaborative writing can reduce nervous

There were 81% students stated that peer review feedback and collaborative writing could reduce nervous because their friends in a group would support and help them in writing. While, 19% students did not agree that peer review feedback and collaborative writing could reduce nervous.

Question 9: I improve my vocabulary

By using this strategy 96% students agreed that it could improve their vocabulary. While, 4% students stated that this strategy could not improve their vocabulary.

Question 10: I improve my grammar

There were 85% students who agreed that this strategy could improve their grammar. While, there were 15% students stated that their grammar could not improve by using this strategy.

Question 11: I can create or share the idea in collaborative writing

There were 88% students stated that they could create or share the idea in collaborative writing. While, 12 % students stated that they could not create or share the idea in a group.

Question 12: I have difficulties writing in groups

There were 69% students gave positive responses, they stated that they did not have difficulties in writing collaboratively. A student said that she enjoyed on it. While, they were 31% students gave negative responses. They stated that they had difficulties in collaborative writing.

Question 13: I feel difficult to write in group than individual

There were only 31% students felt difficult to write in group than individual. The rest students stated that they were 69% did not feel difficult in writing collaboratively because they knew their mistakes and it could make writing easier.

Question 14: I feel confident in collaborative writing and peer review

By using this strategy, there were 69% students felt confident in doing collaborative writing and peer review feedback. While, 27% students did not feel that this learning strategy made them confident. There were also, 4% students did not answer to the question given.

Question15: I can learn and help to each other through cooperative learning

There were 88% students could learn and help each other through cooperative learning because they did writing in group so they could share their views and they also got many ideas and suggestions from their friends in a group. While, only 12% students who could not learn and help in cooperative learning.

Question 16: I can be more active in cooperative learning.

Penulis Utama : herwianas@yahoo.com

Most of the students stated that they were more active in cooperative learning. There were 92% students who stated that they could be more active in cooperative learning. In cooperative learning a student said that she could tell her opinion or argument directly. In addition, other student said that she got a lot of suggestion in doing the task. While, there were only 8% students who gave negative responses about it.

Question 17: The implementation of collaborative writing and peer review feedback is one of the good strategy used in the class activity.

Most of the students stated that this learning strategy was one of the good strategy that was used in class activity. From the data taken, there were 88% students stated agreed that the implementation of collaborative writing and peer review feedback was one of the good strategy. They said that this strategy could make them more active. While, there were 12% students did not agree that this strategy was good.

Question 18: Through collaborative writing, I can easily to write essay/ paragraph

There were 88% students agreed that through collaborative writing, they could write essay, composition or paragraph easily. Because they could learn it from their friends in a group and they also got corrections. While, there were 12% students did not agree that this strategy could made them write easily.

Question 19: Easier to express an idea by using this strategy

There were 77% students stated that they could express the idea easily by using this strategy. Even though, a student said that she could express the idea just a little bit. While the rest, 23% students stated that they could not express the idea easily.

Question 20: It is difficult for me to set up the topic through collaborative writing

From the data taken, it showed that half students gave positive responses and half gave negative responses. There were 50% students stated that by using this strategy they were not difficult to set up the topic because they could have a lot of ideas and arguments from their friends in a group. While 50% students stated that they find difficulties to set up the topic.

Question 21: Through collaborative writing, I can easily to set up the topic.

There were 63% students stated that they could set up the topic easily through collaborative writing because they could combine one's ideas with others in a group. While, 30% students stated that they could not set up the topic easily, and 7 % students did not answer the question.

Question 22: I can practice my grammar & vocabulary proficiency by giving feedback to my friend's written task.

There were 92% students stated that they can practice their grammar and vocabulary proficiency by giving feedback. They said that they could find new words by giving feedback to others' task. While, 8% students stated that they could not practice their grammar and vocabulary by giving feedback.

Question 23: I can understand more about grammar & vocabulary by receiving feedback

There were 96% students stated that they could understand more about grammar and vocabulary by receiving feedback. In addition, there was a student said that she understood about grammar and vocabulary through this strategy even though just a little bit. While, only 4% students could not understand more about grammar and vocabulary through this strategy.

Most students gave positive responses to the use of collaborative writing strategy and peer review feedback. They thought that collaborative writing and peer review feedback could improve their writing ability (Harutyunyan, L. & Poveda, M. F., 2018:147). Most students said that this strategy was good. They thought that using collaborative writing and peer review feedback made writing was easier than writing individually. Especially, for the students who do not have enough comprehension in writing. A student said that it could be used continuously in writing class and it was easy for him. Some students also said that the implementation of collaborative writing could improve their grammar and vocabulary because by collaborating with their friends they could share the idea and they knew the mistakes they made so they could correct it when using peer review feedback. But, students thought that they need the lecturer to explain more about their mistakes that they made in writing.

Furthermore, other students said that they could learn more about grammar from their friends by using collaborative writing and peer review feedback. They said collaborative writing could improve their writing ability because if they could not write or did not understand grammar and vocabulary they could share their difficulties with their friends in a group and others would give help.

Some students also said that this strategy gave fun and enjoy the writing activity in the class. They did not feel nervous and they felt confident in doing the task because they did it in a group, so their friends

Penulis Utama : herwianas@yahoo.com

in a group would help each other. Cooperative learning can make the students active in learning activity, raising motivation, reducing nervous, students can express and share ideas easily, and building self-confidence (Ghufron, M. A., & Ermawati, S, 2018)

In the other hand, this strategy did not work for student who have good comprehension in English. They felt that collaborative writing did not improve their writing skill. They like to write individually than collaboration. They felt that their friends in a group did not help them much. Because students who do not master English well cannot write well, so it made the students who have good achievement in English felt that this strategy did not improve their skills.

There are also some points to consider, the strategy in doing collaborative writing and peer review feedback needs revision. This strategy also has obstructions. It needs to be revised, the learning activity did not run well without feedback from the lecturer. The lecturer should also be active in giving review to the students' writing task. There are many things that have to be considered because in EFL class, this strategy cannot run effectively. EFL students does not use English for daily life, they just use English in the classroom. Therefore, the students do not master English fluently. The capability to master English also influenced to their comprehension in writing English.

5. CONCLUSION

The students' perception of collaborative writing and peer review feedback give good positive responses and impact. Students can write easier in collaboration than writing individually. They can help each other in writing if they found difficulties. They can improve their vocabulary and grammar. The students who cannot write well are helped by the students who have good comprehension in English.

This strategy has some strengths and also weaknesses. In other case, the strategy in doing collaborative writing and peer review feedback needs revision. This strategy needs to be revised, the learning activity do not run well without feedback from the lecturer. The lecturer should also be active in giving review to the students' composition. There are many things that have to be considered in implementing CW and PRF, because in EFL class, this strategy cannot run effectively. EFL students does not use English for daily life, they just use English in the classroom. Their level of ability in mastering English will influence to their comprehension in writing English.

6. REFERENCE

Brown, H. D., 2007. *Teaching by Principle: An Interactive Approach to Language Pedagogy 3rd* ed. New York: Pearson Education.

Duff, D. et.al., 2015. The Influence of Reading on Vocabulary Growth: A Case for a Matthew Effect. *Journal of Speech, Language and Hearing Research*, 58(3), pp. 853–864.

Ghufron, M. A., & Ermawati, S. 2018. The Strengths and Weaknesses of Cooperative Learning and Problem-based Learning in EFL Writing Class: Teachers and Students' Perspectives. *International Journal of Instruction*. 11(4) pp. 657-672.

Harutyunyan, L. & Poveda, M. F.,2018. Students' Perception of Peer Review in an EFL Classroom. *English Language Teaching*. 11(4), pp. 138-151.

Latief, M.A., 2013. *Research Method on Language Learning an Introduction*. Malang: Universitas Negeri Malang Press.

Lin, Grace Hui Chin & Chien, Paul Shih Chieh., 2009. An Investigation into Effectiveness of Peer Feedback. *Journal of Applied Foreign Languages Fortune Institute of Technology*, 3, pp. 79-87.

Lu, R., & Bol, L., 2007. A comparison of anonymous versus identifiable e-peer review on college student writing performance and the extent of critical feedback. *Journal of Interactive Online Learning*. 6(2), pp. 100-115.

Nelson, S., 2000. Teaching Collaborative Writing and Peer Review Techniques to Engineering and Technology Undergraduates. In: IEEE (Institute of Electrical and Electronics Engineers), *30th Annual Frontiers in Education Conference. Building on A Century of Progress in Engineering Education*. Conference Proceedings. Kansas, MO. USA. 18-21 October 2000. USA.

Penulis Utama : herwianas@yahoo.com

semnas -writing

ORIGINALITY REPORT

5%	4%	1%	2%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

< 1%

★ 7huesnoirmen.com

Internet Source

Exclude quotes	Off	Exclude matches	Off
Exclude bibliography	Off		