

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Meningkatkan Kemandirian dan Peran Partai Politik dalam Pelaksanaan Pemerintahan

Online Peer Review in the Teaching of Writing: A Preliminary Model

Pengembangan Modul Penerapan Teori Graph Berbasis ICT sebagai Pedoman PKL
Mahasiswa Jurusan Matematika di Industri

Pemanfaatan Teknologi Multimedia dalam Pembelajaran Matematika

Pengembangan Media Monopoli Edukatif melalui Metode Permainan
untuk Pembelajaran Trigonometri di Kelas X SMA

Applying Outdoor Learning Model to Learn Speaking to University Students

Peningkatan Kemampuan Membuat Proposal Penelitian melalui Pembelajaran
Model Tandur pada Mahasiswa Prodi PPKn

Pengaruh Motivasi, Disiplin Kerja, dan Gaya Kepemimpinan terhadap Kinerja Karyawan

Peranan Orang Tua dalam Mengatasi Kenakalan Remaja

Penerapan Pembelajaran PQ4R pada Materi Peran Guru Profesional
dalam Pembelajaran Mata Kuliah Profesi Kependidikan

Understanding the Field in the Employment Contract Agreement
of Variety Woods and Greenheart LTD

Implementasi Langkah-langkah Polya pada Materi Validitas Pembuktian
untuk Meningkatkan Pemahaman Mahasiswa

Penerapan Strategi Pembelajaran Creatif Problem Solving
untuk Meningkatkan Kemampuan Berfikir Kreatif Mahasiswa

Complex Sentences Found in the Jakarta Post

Indirect and Direct Instructions in Vocabulary Subject

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Daftar Isi

Meningkatkan Kemandirian dan Peran Partai Politik dalam Pelaksanaan Pemerintahan	1
<i>Miranu Triantoro</i>	
Online Peer Review in the Teaching of Writing: A Preliminary Model	9
<i>Ratna Nurlia</i>	
Pengembangan Modul Penerapan Teori Graph Berbasis ICT sebagai Pedoman PKL Mahasiswa Jurusan Matematika di Industri	15
<i>Sapti Wahyuningsih dan Darmawan Satyananda</i>	
Pemanfaatan Teknologi Multimedia dalam Pembelajaran Matematika	25
<i>Tatiek Ismiasri</i>	
Pengembangan Media Monopoli Edukatif melalui Metode Permainan untuk Pembelajaran Trigonometri di Kelas X SMA	35
<i>Allen Jesica dan Aning WidaYanti</i>	
Applying Outdoor Learning Model to Learn Speaking to University Students	46
<i>Andreas</i>	
Peningkatan Kemampuan Membuat Proposal Penelitian melalui Pembelajaran Model Tandır pada Mahasiswa Prodi PPKn	55
<i>Ekbal Santoso</i>	
Pengaruh Motivasi, Disiplin Kerja, dan Gaya Kepemimpinan terhadap Kinerja Karyawan	63
<i>Kadeni</i>	
Peranan Orang Tua dalam Mengatasi Kenakalan Remaja	71
<i>Kusnul Khotimah</i>	
Penerapan Pembelajaran PQ4R pada Materi Peran Guru Profesional dalam Pembelajaran Mata Kuliah Profesi Kependidikan	77
<i>Masruri</i>	
Understanding the Field in the Employment Contract Agreement of Variety Woods and Greenheart LTD	82
<i>Ratna Kurnianingsih</i>	
Implementasi Langkah-langkah Polya pada Materi Validitas Pembuktian untuk Meningkatkan Pemahaman Mahasiswa	89
<i>Sitta Khoirin Nisa</i>	
Penerapan Strategi Pembelajaran Creatif Problem Solving untuk Meningkatkan Kemampuan Berfikir Kreatif Mahasiswa	95
<i>Udin Erawanto</i>	
Complex Sentences Found in the Jakarta Post	103
<i>Varia Virdania Virdaus</i>	
Indirect and Direct Instructions in Vocabulary Subject	111
<i>Wiratno</i>	

ONLINE PEER REVIEW IN THE TEACHING OF WRITING A Preliminary Model

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Abstrak. Metode pembelajaran menulis bahasa Inggris yang terfokus pada akurasi tidak lagi efektif. Mehrdad Moloudi di artikelnya dalam Jurnal *ASIAN EFL* volume 52 yang diterbitkan Mei 2011, tentang review dari teman sebaya secara online dan face-to-face, memberikan alternatif yang membuat siswa lebih termotivasi dan lebih produktif dalam menulis. Dalam artikelnya dibahas kelebihan, kekurangan, format, dan prosedur pelaksanaan review dari teman sebaya dalam kelas menulis. Dalam artikel ini, penulis mencoba untuk mereview artikel Moloudi dengan melakukan penelitian deskriptif kualitatif sederhana yang menekankan pada pelaksanaan review dari teman sebaya secara online dalam pengajaran menulis paragraf argumentatif di Sekolah Tinggi Keguruan dan Ilmu Pendidikan Blitar dan menggunakan tanggapan siswa terhadap penerapan metode ini dalam kelas menulis.

Kata kunci: review teman sebaya, online, pengajaran menulis.

Abstract. The old method of teaching writing which focused on correctness was not effective anymore. Mehrdad Moloudi, in his article on *ASIAN EFL Journal* Vol. 52 published on May 2011 about *Online Peer Review and Face-to-Face Peer Review: Measures of Implementation in ESL Writing Classes*, provides a viable and new alternative to make students more motivated and productive in writing. In his article, he proposed the strengths, weaknesses, format, and procedures of peer review in writing class. In this paper the writer tries to review Moloudi's article by conducting descriptive qualitative mini research which focuses on the implementation of online peer review in teaching writing argumentative paragraph in STKIP PGRI Blitar and with the students' reaction towards the use of online peer review in their writing class.

Keywords: peer review, online, teaching writing.

INTRODUCTION

Many English language learners regard writing as the most difficult skill to be achieved. This may be caused by their writing teachers who still use the old method in teaching. The old method of teaching writing in

which the concentration on correctness was not working anymore. When the teacher only gives the students any topic to write then read their paper with red pens to find errors, the students will learn to write short correct sentences that fended of red pens but are often

empty of thought (Peregoy, Boyle, & Cadiero-Kaplan, 2008). Therefore writing seems to be fearful and boring activity in the classroom. Unfortunately, this old method is still used in some schools and college.

However, teachers cannot avoid the correctness to their students writing, but they can use some appropriate techniques in doing this activity. The word correctness from the teacher will influence students mind and motivation in writing. It becomes the teachers responsibility to provide the learning experiences which enables students to do a lot of practices to develop their writing ability. Therefore the teacher should consider choosing more appropriate technique. One of the techniques that can be used is peer review.

Peer review, which usually refers to peer feedback , peer response or peer editing is an instructional activity in which students work together to review and provide comments on each others writing (Chang, 2009). Peer review in writing class is regarded as an activity in which the students give response to their peer writing. However responding to students writing by the teacher or by peer has a central role to play in the successful of implementation of process writing (Seow, 2002; Ho & Savignon, 2007; Chang, 2009; Moloudi, 2011). Mehrdad Moloudi in his article on *ASIAN EFL Journal* Vol. 52 published on May 2011 about *Online Peer Review and Face-to-Face Peer Review: Measures of Implementation in ESL Writing Classes* provides a viable reference about peer review to make students more motivated and productive in writing. His study concerns on the theoretical knowledge of OLPR and FFPR including their strength and weaknesses, their formats and their implementation procedures in writing class.

Moloudi (2011) stated that there are two variations of peer review, classic peer review (face-to-face peer review) and modern digital peer review (online peer review) and both of them can be used at least for three purposes in ESL context; a) to increase autonomous writing, b) to improve writing proficiency, and c) to complete the cycle of writing process. In

his article, He gives clear theoretical information and also the implementation of both variations of peer review in writing class. Therefore in this paper, I want to use his article as the main reference to conduct mini research about the implementation of online peer review in teaching argumentative writing to the English department students of STKIP PGRI Blitar.

ONLINE PEER REVIEW

In his article, Moloudi presented two variations of peer review, classic peer review and modern digital peer review. He gave the various reasons account for the popularity of using peer review in writing classes according to the literature including; students find peers feedback as a valuable sources of information and supplement to teacher s feedback, the responds and revision process contributes to more effective revision and critical reading; moreover, it helps the students to develop a sense of community and improves their confidence. However this conventional format has some weaknesses such as time constraints, students characteristics and cultural differences, teachers inability to monitor each group and unequal participation.

Therefore online peer review can be an alternative for save more time in classes because it can be done outside classroom. Moloudi s article is very useful because he gave some examples of research different types of Online peer review from some researchers who had experiment and the results was that OLPR made the students more motivated. But he did not give specific definition about online peer review. Online peer review is an activity in which learners can do peer reviews online with networked computers anywhere at any time. (Ho & Safignon, 2007). Learners exchange feedback via email and communicate with one another through the use of interactive internet-based social networkings such as *Facebook* (Aziz, 2011).

As Moloudi (2011) stated that based on literature, peer review approaches vary in their

effectiveness depending on the extent to which students are persuaded that this approach will lead to writing improvement, students are trained to provide peer group feedback effectively, the students have clear goal and guideline and when the feedback provided by them is reviewed by the teacher. It becomes the main problem when the students only give feedback without any guidance. They will give feedback too general and it will make the writer confuse to revise their writing. Therefore the role of teacher is very important in guiding them how to review someone's writing before implementing online peer review.

MODEL PRACTICE OF ONLINE PEER REVIEW

Method

In this study, the writer used descriptive qualitative since the main interest concerns with the implementation of online peer review in teaching writing argumentative paragraph in the College for Teachers Training and Education PGRI at Blitar and with the students reaction towards the use of online peer review in their writing class. Moloudi (2011) used Yahoo! Messenger to apply online peer review while in this study the writer used other most popular internet-based social networking, which is *Facebook*, because all the students have account. As Azis (in Cahyani & Cahyono, 2011) stated that the use of *Facebook* Page in the teaching and learning was found out to be promising for solving the time limited issue in the traditional classroom. Based on the information from the lecturer and students of Writing IV in STKIP Blitar, face to face peer review are often implemented in writing class but for online peer review, they never implement it before.

The participants were only 10 students, 5 females and 5 males of English Department who took Writing IV because of the limitation of time and concerning about the efficiency of applying online peer review outside the classroom. To carry out this study, the researcher will act as the main instrument and

at the same time as the data collector. Related to the time constraint, here the researcher did the activity outside the classroom after getting the permission from the Writing IV lecturer.

Procedure

Before doing online peer review, the researcher came to the class and had some conversation, discussion and interview with the students related to their writing class activities during this semester. From this activity the researcher got some information that their writing materials at this time was about making argumentative paragraph in form of cause and effect paragraph and they had just finished their writing but had not been reviewed yet. So, directly the researcher helped them by giving the guidance to review peer's writing. To review peers' writing, there were eight questions given which were related to the content, organization, and language use.

The procedures are as follows: 1) lecturer gives explanations about how to review peer's writing using script or worksheet guide (the worksheet guide was adopted from Oshima & Hogue (2006)), 2) lecturer helps the students to choose their peers (they work in pairs), 3) lecturer gives the explanation about Online peer review procedures (adapted from Moloudi (2011) and Chang (2009)). The procedures are as follows: a) The students are asked to write their paragraph in Ms. Word format, b) The students are asked to upload their writing in the writing class *Facebook Group* (Lecturer also uploads the students worksheet for giving review guide), b) The students are asked to read and review their group's member's paragraph based on review guidelines and send it to their FB by message, c) The students are asked to note down/save their peer's comments, d) The students are asked to Redraft their writing at home, c) The students are asked to Print out and submit their first draft, peer's comments and second draft of their paragraph in the following week

The researcher gives the explanation about how to give feedback on peer's writing because it is not productive just to expect the

students to exchange and actually mark each others paper. With guidance, with clear, specifics instructions on what to look for and what to do, they can be useful as readers of drafts (Raimes, 1983). After the researcher made sure that the students were ready enough to understand what they should do, the researcher let them to do their online peer review in internet. During their activity through internet, they seemed very enthusiastic and did not get any difficulty in uploading their paragraph and giving comments to their peer s writing through *Facebook* group wall.

In doing this activity, the researcher gave 90 minutes including 15 minutes to write their paragraph, 25 minutes to upload and give feedback, 10 minutes to check their own writing feedback from their pairs and save it as a response to revise their writing later on. Then, in 10 minutes left, the researcher told them that they could use this group on *Facebook* not only for that time but they could use it anytime they wanted to discuss about their writing.

After one week the researcher got their writings and felt satisfied with the students writing. Although the researcher did not measure the improvement of students writing, she believed that online peer review will also improve the students writing skill. Here, the researcher only gave a questionnaire to the students after online peer review activity to know the students interest towards the strategy used. Ten questionnaires were given to the students. Te students were asked to indicate on five point scale to show how their reaction or experience towards the implementation of online peer review in their writing class. Fifteen statements were designed to find out whether the students gave the positive or negative statements towards the use of online peer review in their writing class.

RESULT AND DISCUSSION

From the implementation of online peer review, the researcher got the students perception after she gave questionnaire. There were

fifteen questions given and the students were asked to choose one of five point scale for each statement. The questions were about the students perception of the implementation of online peer review as follows:

1. I ve got benefit from reviewing the writing of my classmates.
2. The feedback from my partner is not useful for revising my subsequent drafts.
3. I would rather have only the teacher review my writing, not peer review.
4. I like to do Online Peer Review (OLPR) through *Facebook*.
5. Online peer feedback through *Facebook* is not useful for revising subsequent drafts.
6. I like to give feedback on my partner s draft in Word document.
7. I want to continue doing OLPR in writing classes
8. I feel relaxed and comfortable when giving feedback on the computer.
9. Giving feedback on the Word document is easy.
10. I feel that feedback on the document is confusing.
11. Feedback on the Word document is easy to understand.
12. Sending drafts to my partner by uploading it on the *Facebook* group wall is efficient.
13. Providing feedback through the computer is difficult.
14. It is difficult to access a computer when I want to do OLPR.
15. OLPR through *Facebook* is difficult because I have to learn how to use it

The result of the questionnaire concerning students perceptions of online peer review via *Facebook* is positive. The questions number 1, 4, 6, 7, 8, 9, 11, and 12 give positive responses to online peer review. Most of the students agree that online peer review gives them benefits, is easy to apply and they like it. Just like the question number 1 that they get benefits from their peer review, 4 students answer strongly agree while 5 students answer agree and only 1 who is neutral. For statement number 4, 6 students choose agree and strongly agree that they like to do Online Peer Review

(OLPR) through *Facebook*. For the statement number 6, whether they like to give feedback on partner's draft in Word Document, 6 students answer positively by choosing agree and strongly agree.

Moreover, 5 students choose agree and strongly agree to continue doing Online Peer Review in their writing classes. The statement number 8 is for knowing whether the students feel relaxed when giving feedback on the computer. 7 students give positive response. 8 students agree and strongly agree that giving feedback on the Word document is easy. The last, 6 students agree and strongly agree that sending drafts to partner by uploading it on the *Facebook* group wall is efficient.

To sum up, for 15 statements given, 70% of the respondents give positive responses, 20% choose undecided choice, and 10% give negative response. However there are some students who answer the questionnaire by choosing undecided choice (20%), it might be because they never do such activity before and because this technique is implemented only once.

There were positive attitudes from the students towards the implementation of online peer review strategy. First, it helped the students to be active learners, because they felt that it was very fun to use *Facebook* in the teaching learning activity to improve their confidence. Second, it gave them chances to improve the quality of their own writing by reading and commenting their peers' writing. Third, by doing online peer review the students are able to link between academic writing and outside communication, and it provides learners with an authentic and personalized context in which to aid their writing.

These findings were also in line with the peer review literature; as inferred from peer review studies. It supported Hyland (2003) who states that review from peers can provide writers with a sense of audience and sensitive them to the needs of readers. Interaction between writer and readers enables the students to engage in a real world situation. Wardhani (2011) found that experiencing peer review helps to increase students' motivation and at-

titude towards studying writing. It also supports Moloudi's study in which he stated that peers' feedback, as valuable sources of information and supplement to teacher's feedback, helps the students to develop a sense of community and improves their confidence.

CONCLUSION

Online peer review is actually easy to be implemented in writing class. Teachers should only consider how to persuade their students about the benefits of reviewing their peers' writing and train them how to give feedback or response to others' writing. The result of this mini research can be used as a preliminary study in STKIP Blitar and can be continued for further research using larger subjects. Furthermore, the result of this study supported Moloudi's study in which he stated that peers' feedback, as valuable sources of information and supplement to teacher's feedback, helps the students to develop a sense of community and improves their confidence; moreover, the use of *Facebook* as online media gave the teacher a problem solving for time constraint in reviewing students' writing.

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