DEVELOPING THE STUDENTS' WRITING ABILITY BY USING EFFECTIVE PEER RESPONSE MODEL

Indrawati
Lecturer of STAIN Syaikh Abdurrahman Siddik
Bangka Belitung
Email: indrawati.fr@gmail.com

Abstract

Although peer response has become common place in an foreign language writing classroom in the last few decades, research findings in the area have not conclusively pointed to its usefulness. With little understanding in theoretical justifications behind it, namely process writing, collaborative learning, and interactive and second language acquisition, some practitioners are reluctant to employ peer response activities, especially in a real EFL context where both learners and teachers are nonnative speakers of English. This paper presents how an **Effective Peer Response Model** can be constructed for students learning argumentative essay writing. Teachers, who will be teaching EFL writing, yet have never incorporated peer response activities in their teaching or those who are skeptical about them will find the proposed model stimulating and useful. Based on the findings in this study, it can be said that peer response model could improve the students' writing ability. It was proved by the results that were obtained by the experimental group students. The difference between the mean of the posttest scores and the mean of the pretest scores gained by the experimental group students was 0.80. In addition, when the two means were analyzed by using t-test, it was found that the gained-t was -8.432. It showed that the improvement of the students' writing ability of the experimental group was very significant after they were taught paragraph writing by using peer response technique. In addition, self-evaluation technique could also improve the students' writing ability. It was proved by the results that were obtained by the control group students. The difference between the mean of the posttest scores and the mean of the pretest scores gained by control group students was 0.40. In addition, when the two means were analyzed by using t-test, it was found that the obtained-t was 8.833. It showed that there was an improvement of the students' writing ability of the control group after they were taught writing by using self-evaluation technique. However, there exists the difference between the mean score of the posttest gained by the experimental group students and the mean score of the posttest gained by the control group students. It was found that the obtained-t of the two means was +2.770. Such difference was significant. In other words, the students who were taught writing by using peer response model had significant development of their writing ability if compared with the students who were taught writing by using self-evaluation technique.

Keywords: Effective Peer Response Model, writing ability

INTRODUCTION

Research on learning to write in a foreign language indicates that creating a good piece of writing is considered extremely difficult skill, even in one's own native language. Although with simple writing exercises, students often lose interest and do not complete them. Tessema (2005) states that one reason that makes writing skill is so difficult relates to the writer's difficulty in expressing their ideas using appropriate vocabulary and grammar. Marsen (2003) also adds that writing is a skill that is acquired through conscious and persistent effort: it is not an instinctive ability that people are born with. Writing is also an essential but difficult skill for EFL students to accomplish (Yan, 2005).

According to Abu Rass (2001), writing is a difficult skill because the writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling,

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and mechanics such as capitalization. Writing is especially difficult for non-native speakers because they are expected to create written products that demonstrate mastery of all the above elements in a new language. In addition, writing has been taught for many years as a product oriented activity rather than a process oriented activity. Therefore, teachers emphasize grammar and punctuation rather than decisions about the content and organization of ideas.

Teaching writing in an English as Foreign Language (EFL) program or class can be a headache for many teachers; they spend considerable time correcting their students' compositions only to find their corrections and comments ignored. Despite teachers' hard work, many students' written English remains non-idiomatic, poorly organized, insufficiently developed, grammatically awkward, devoid of sentence structure variety, and weak in vocabulary usage (Wang, 2004).

According to Dixon (2005), writing is neglected and put at last in general English classes in Indonesia. He gives some reasons for this. Firstly, teachers tend to consign writing tasks to the uncertain status of homework. The second, the course books used in language schools also tend to diminish the status of the writing skill and finally the practice of writing in class is constrained by the expectations of the students themselves.

However, Harmer (1998) says that teacher should understand the underlying theories of writing, which includes having a clear picture of what actually goes on when a person writes (the process of writing). With students who lack familiarity or confidence in writing, teachers need to spend some time building the writing habit (Harmer: 2004) – that is making students feel comfortable as writers in English.

In improving and developing writing skills, Peer Response Model offers a learning strategy to develop students' writing ability. According to Torwong (2005), although peer response has become commonplace in an L2/EFL writing classroom in the last few decades, research findings in the area have not conclusively pointed to its usefulness. With little understanding in theoretical justifications behind it, namely process writing, collaborative learning, and interactive and second language acquisition, some practitioners are reluctant to employ peer response activities, especially in a real EFL context where both learners and teachers are nonnative speakers of English.

Peer response has been adopted into L2 writing classroom as an activity in the writing process approach of instruction for 2-3 decades. It has been praised for several reasons. For example, it gives learners opportunities to play a more active role which is necessary for becoming autonomous learners, in their learning. It also enhances learners' cooperation by giving them additional roles of a reader and advisor (Jacob, 1989 as cited in Teo, 2006). Moreover, it raises student writers' awareness when they write. Since they know that their peers will read their essays, they tend to write them as comprehensibly as possible. In addition, through reading peers' written drafts, learners are gradually able to identify errors in their own written drafts. In other words, they are empowered to become autonomous writers through the peer response activity.

Torwong also adds that the advantages of the peer response technique include the following: it allows students to play a more active role, raises students' awareness when they write; it fosters cooperative learning; and it enables students to identify errors. In short, the peer response is an activity which allows students to learn from one another. In the activity, students may work in pairs or in groups, but peer pairs may foster the 'tutor-tutee' pattern. Some researchers focus more on the peer response group activity. In the peer response group activity, students exchange their written drafts and give comments to one another. Then, they revise their drafts accordingly. The peer response activity is said to be useful to students' writing.

Based on the informal research done by the writer, it shows that Intermediate 4 (four) students of LBPP LIA's writing abilities are still low. Most of the Intermediate 4 students of LBPP LIA are senior high school students and the rests are college students and employees. They have learned how to write since they were in Intermediate 1 (one) and they also have applied self evaluation technique in editing their writing. They started to learn writing in the form of argumentative paragraph when they were in Intermediate 1 (one) and 2 (two). In Intermediate 3 (three), they learned how to write an effective introductory paragraph and the body of a paragraph for argumentative essay, and in Intermediate 4, they learn how to write an effective concluding paragraph. Finally, in Intermediate 4 they have to write a complete essay consisting of an introductory, body of paragraph, and a concluding paragraph.

In LBPP LIA syllabus, actually writing has the same portion with listening, speaking, and reading, but in daily teaching and learning process it does not happen. Most teachers consider teaching writing is less important than other skills. In addition, most Intermediate 4 teachers in LIA have known about new technique; peer response model in revising the students' writing, but they are reluctant to use it because they do not know how to apply this technique effectively in their own classes. That is one of the reasons why until now, self evaluation technique is still used by LIA teachers in asking their students to edit or revise their essay.

Based on Torwong's theory about peer response, the writer is interested in conducting the research on this model in LBPP LIA Palembang. In this research, the writer try to facilitate the teaching of writing for Intermediate 4 students by investigating whether Effective Peer Response Model that is proposed by Patumrat Torwong can help teachers and students especially in developing their ability in writing.

Torwong (2005) presents how an effective peer response model can be constructed for students learning argumentative essay writing. Teachers, who will be teaching EFL writing, yet have never incorporated peer response activities in their teaching or those who are skeptical about them will find the proposed model stimulating and useful.

The Problems of the Study

The problems of the study are formulated in the following questions: 1. Can Effective Peer Response Model develop the students' writing ability? ; and , 2. Is there any significant difference between students' writing ability who are taught by using Peer Response Model and that of those who are taught by using Self Evaluation Technique.

The Objectives of the Study

The objectives of the study are (1) to find out whether or not teaching writing by using Peer Response Model can develop the students' writing abilities, and (2) to find out whether or not there is a significant difference between writing abilities of students who are taught by using Peer Response Model and that of those who are taught by using Self Evaluation Technique.

Significance of the Study

a) Implementing Peer Response Model for teaching writing which can be one of the usable ways to support the development of English teaching and learning in general and teaching writing in particular.

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b) Inventing a teaching writing technique that is expected to be able to eliminate the problem faced by teachers and students, respectively, in teaching and learning writing.

c) Giving one alternative technique to develop students' writing ability at the English Study Program, Faculty of Teacher Training and Education Sriwijaya University as the institution that produces teachers of English, especially in relation to the subjects of teaching, curriculum, and material development.

THE THEORETICAL BACKGROUND

The Concept of Self Evaluation Technique

Self evaluation technique or self editing refers to the students' own writing through recognizing their writing errors, revising, and rewriting (Abdullah, 2005). In improving and developing writing skills, Lane and Lange (1999) offer a learning strategy to develop the students' writing ability that is by exposing the students to become self-editor of their own writing. Furthermore, according to Lane and Lange (1999) this ability gives them control over their writing performance and resulting in increasing students writing ability. This strategy trains the students to recognize their own errors.

Students can become better language learners when they engage in deliberate thought about what they are learning and how they are learning it. In this kind of reflection, students step back from the learning process to think about their language learning strategies and their progress as language learners. Such self editing activity encourages students to become independent learners and can increase their motivation (See: http://www.nclrc.org/essentials/assessing/peereval.htm).

The Concept of Peer Response

The idea of students giving feedback to one another seems strange to a class the first time the idea is introduced. "Isn't that the teacher's job?" they wonder. However, once the idea is explained to them and they see that the process of peer feedback can be fun as well as useful; this becomes one of the ways many students can learn to improve their writing (Lewis, 2006). White and Arndt (1988) also believe that students should also read and respond to each other's work. For it is important that they acquire the habit of judging a text in terms of its meaning for them, and of considering what the writer would need to do to make the text as comprehensible as possible for them as readers.

According to Bartels (2003), peer response can be valuable in classes where improving speaking skill is just as important as improving writing skill because peer response produces just as much conversation and negotiation as oral responses. Overall, Bartels believes that this technique can be instrumental in helping students understand the process of writing and become independent thinkers and writers. Teo (2006) has conducted a research related to peer response. He concludes that in peer response students are given plenty of opportunities to brainstorm ideas in groups, to give feedback on each other's writing and to proofread and do editing as well as to learn from each other. Levine, et al. (2002) states that peer response provides an opportunity for students to discuss and formulate ideas about the content of their writing as well as to help each other in developing writing skills. It also makes students aware of their problems in writing through give-and-take with peers with similar writing problems.

Although peer response activity had been introduced, it was not seriously implemented. Students' inadequate English, lack of self-confidence and trust among themselves were among the reasons given. Consequently, the students were not provided an opportunity to take full responsibility

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for their own revision. They were not trained to work cooperatively with their peers. Thus, they did not have a chance to learn from one another, which is a path to becoming autonomous learners, a characteristic much needed in EFL learners. A practical model of peer response activity should provide them with such opportunity to achieve the learning autonomy.

Despite the advantages of the peer response technique in English writing classes, a good number of researchers are critical of it. They argue that students prefer to follow their teacher's responses because they might not always trust their peers in their revision (Mendonca and Johnson, 1994). Some of them are concerned with students' insufficient ability to evaluate and identify errors in peers' written work, which may lead to the disheartening situation of the blind leading the blind. When looking at the use of peer response activity in ESL settings, students give only grammatical comments because they do not know how to judge the content.

Based on theoretical premises on the writing process, existing research findings on the peer response technique, and the results of the preliminary study, a peer response model was constructed by Torwong to use in an EFL writing class. To solve the problem of hierarchical pattern and self-confidence, students are assigned into a peer response group because it is believed to allow equal relationship among group members, and this happens only when strengths and weaknesses of group members are well balanced. These designated peer response groups are designed to be permanent. However, shifting groups can be done if it is necessary, for example, when students cannot get along well with each other. Changing a group should be done only based on the results of the diagnostic test.

Characteristics of the Peer Response Model
a. *Steps of The Activity*
   The steps of the peer response activity according to the constructed model are listed below.
1) Response sheets are distributed to group members.
2) Each group member gives the other members a copy of his/her written draft which is well written. At home or outside class, group members read their peers' written drafts and write their comments on the response sheets using Higher Order Concern (HOC)-based revision guidelines. Higher Order Concerns (HOC) focuses on ideas and organization, whereas Lower Order Concerns (LOC) focuses on grammar, word choice and mechanics. The students can do it in their mother language or in English at their convenience so that language is not a barrier of idea conveying. No coding for revision is used in this activity because it requires time to remember and might lead to confusion.
3) Students bring the drafts and response sheets to discuss in their peer group.
4) Draft by draft, the group evaluates and discusses the comments, which can be done in a combination of the native language and English as their convenience too. The owner of the written draft notes down the results of the discussion.
5) Students revise Draft 1 to produce Draft 2 at home.
6) Students repeat Steps 1-4 for revising Draft 2, but this time the main focus is on the Lower Order Concern (LOC) errors. The students might also give some more comments on the HOC errors if any.
7) Each student revises Draft 2 to produce the final draft at home.

b. *Materials*
   The materials use in the peer response activity includes guidelines for revision, guidelines for peer response activity, response sheets and other supportive materials.

Hypothesis

The research hypotheses are formulated as the following:

H0 = There is no significant influence of using Effective Peer Response Model in developing the writing ability of the students of LBPP LIA Palembang

H1 = There is a significant influence of using Effective Peer Response Model in developing the writing skills of the students of LBPP LIA Palembang

H0 = There is no significant difference between writing ability of students who are taught by using Effective Peer Response Model and that of those who are taught by using Self Evaluation Technique

H1 = There is a significant difference between writing ability of students who are taught by using Effective Peer Response Model and that of those who are taught by using Self Evaluation Technique

THE METHOD OF THE RESEARCH

This research was done using a quasi-experimental method. Quasi-experimental design is an artificially manipulated treatment where randomization is not possible (Anderson, 1998:143). This study used a typical quasi-experimental design, called the "non-equivalent control group design" as depicted in the following diagram.

Experimental Group	O_1	X_A	O_2
Control Group	O_1	X_B	O_2
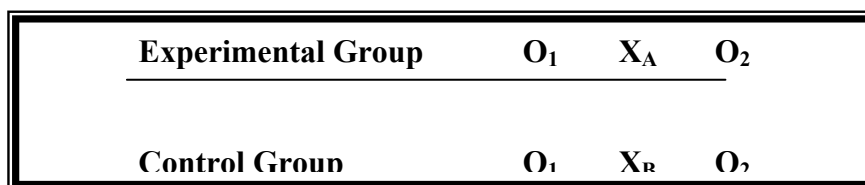
O_2 = post-test
X_A = treatment for experimental group
X_B = treatment for control group

In the experiment, there are two groups; an experimental group and a control group. The pretest and posttest are administered to both groups. The experimental group is given experimented treatments, i.e., peer response model, and, the control group is given the treatment of self evaluation technique.

The materials for teaching writing are the same for both experimental and control groups. The difference is only in the matter of the treatment given to each group. In its actual application for experimental group, the writer taught this group by exposing the students to a peer response model in the revision stage of the writing process. And for control group, as in the experimental group, the students in the control group were taught by the writer and also provided with the same materials. The only difference is that they ere trained how to evaluate their own drafts using the guidelines for revision.

The Population and Sample

The population of this study is Intermediate 4 (Four) students of LBPP LIA Palembang. There are 5 classes with 125 students.

Table 1 The Population of the Study

No	Class Code	No of Students	No of Female Students	No of Male Students	Days/Hours of Studying
1	Intermediate 4-1	25	13	12	Mon-Thur/ 16.00-18.00
2	Intermediate 4-2	26	12	14	Mon-Thur/ 19.00-2100
3	Intermediate 4-3	26	19	7	Tue-Fri/14.00-16.00
4	Intermediate 4-4	23	17	6	Tue-Fri/16.00-18.00
5	Intermediate 4-5	25	17	8	Wed-Sat/ 16.00-18.00
	Total	**125**	**78**	**47**	

Source: Language Section of LBPP LIA Palembang, July 2008.

Simple random sampling was applied in taking the sample. Two classes were chosen randomly in which one class became control class and one was the experimental class. They were intermediate 4-4 (experimental group) and Intermediate 4-5 (control group).

Research Instruments

In this research, the instrument used for collecting data are, diagnostic test that was tried out in LBPP LIA Bandar Lampung, pre-test of writing, which was given prior to the treatment; and post test of writing, which was given after treatments. In the pretest and the posttest, the subjects were assigned to write an argumentative essay of 200-250 words in length within 1 hour. The students were to choose only two topics. The two topics were for the activity during their study or practice. The reason to let them choose the topics is to enhance students' participation in the teaching and learning process. Moreover, it might be ensured that they would write about something they are interested in and that they have enough background information to develop their ideas to write their essays.

Scoring Method and Rater

Torwong (2005) used a scoring guide from Michigan Writing Assessment Scoring Guide and a model of an argumentative essay. But since this study was done in LBPP LIA Palembang, the researcher used LBPP LIA Marking Criteria-for the Writing Part for Intermediate Levels. And there were two raters for evaluating the students' essays.

Techniques for Collecting Data
1. In collecting the data, a pre-test and post test are used. The pre-test is used to find out the students' basic writing ability.
2. The post-test is to check the students' achievement in writing.

RESEARCH FINDINGS
The Students' Works

After the experimental treatment, the students' composition were rated or marked by two raters separately in turn. The raters marked the students' composition proposed by LPPP LIA. After the composition had been marked by the two raters, each score was combined so that the average score

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of each essay could be calculated. The mean scores, then, were given remarks in order to show whether the students succeeded or not in writing the essay. Here are the results:

Table 2 The Mean Scores of Argumentative Essay Pretest And Postest Gained By the Experimental Group and Control Group Students

Group	Pretest (X)	Posttest (Y)	Y-X
Experimental	3.06	3.86	0.80
Control	3.10	3.50	0.40

From Table 2, it could be seen that the mean score of argumentative essay in pretest gained by the experimental group was 3.06, while the mean score in posttest was 3.86. It means that the experimental group students' writing ability improved after they are taught by using Peer Response technique. It could also be seen that in control group, the pretest was 3.09, while the score in posttest was 3.50. In other words, using self evaluation technique could also improve the students' writing ability.

However, when the improvements gained by the two group students were compared, it could be seen that the improvement gained by the experimental group students is higher than the improvement gained by the control group students. In other words, using peer response technique could improve the students' writing ability in some aspects of language better than using self evaluation technique.

The Pretest Scores of Writing gained by the Students of the Experimental Group

Based on the result of the pretest, it was found that the highest score was 3.67 and the lowest was 2.17. The distribution of the pretest scores of the students of the experimental group is presented in Table 5.

Table 5 The Score Distribution Of Pretest Of Writing Gained By The Experimental Group Students

Score Interval	Frequency	Percentage
4.2 - 5 (excellent)	0	0%
3.6 - 4.1 (good)	1	7%
2.5 - 3.5 (fair)	12	80%
< 2.5 (weak)	2	13%

Table 5 describes that none of the students got excellent, above 'good' criteria and most of them got 'fair' criteria. There was only one student (7%) who got 'good', there were 12 students (80%) got 'fair', and two students (13%) got 'weak' score. It proves that more than a half of the students' writing ability of the experimental group still need to be improved in order to have 'good' scores.

The Pretest Scores of Writing Gained by the Students of the Control Group

Based on the analysis of the pretest, it was found that the highest score was 4.00 and the lowest score was 2.17. The distribution of the pretest scores of the students of the control group can be seen in Table 6 below.

Table 6 The Score Distribution Of The Pretest Of Writing Gained By Control Group Students

Score Interval	Frequency	Percentage
4.2 - 5 (excellent)	0	0%
3.6 - 4.1 (good)	2	13%
2.5 - 3.5 (fair)	11	73%
< 2.5 (weak)	2	13%

Table 6 above describes that none of the students got excellent and only 2 (two) of them got 'good' scores. There were 11 (eleven) students got 'fair' score and 2 (two) students got 'weak' scores. This pretest result also proves that more than a half of the students' writing ability of the control group still need to be improved.

In conclusion, Table 5 and Table 6 show that the students' writing ability of both the experimental and control groups are equal and still need to be developed. It can be inferred that their writing ability are not considered good yet because most of them got 'fair' score only.

The Posttest Scores of Writing Gained by the Students of the Experimental Group

From the analysis of the posttest, it was found that the highest score was 4.33 and the lowest was 3.50. Table 7 presents the score distribution of the posttest of the experimental group.

Table 7 The Score Distribution of The Posttest of Writing Gained By the Experimental Group Students

Score Interval	Frequency	Percentage
4.2 - 5 (excellent)	3	20%
3.6 - 4.1 (good)	9	60%
2.5 - 3.5 (fair)	3	20%
< 2.5 (weak)	0	0%

Table 7 describes that there were 3 (three) students who got excellent score and none of them got 'weak' scores. Most of them with the percentage 60% got 'good' scores and 20% got 'fair' scores. There were, however, no students (0%) who got 'weak' scores. From this table, we can also see that there is an improvement of the students' writing ability for the experimental group when it is compared to Table 5.

The Posttest Scores of Writing Gained by the Students of the Control Group

After analyzing the data from the posttest, it was found that the maximum score of the control group was 4.17 and the minimum score was 2.67. The distribution of the posttest scores of the control group students can be seen in Table 8 below.

Table 8 The Score Distribution Of The Posttest Of The Control Group

Score Interval	Frequency	Percentage
4.2 - 5 (excellent)	0	0%
3.6 - 4.1 (good)	3	20%
2.5 - 3.5 (fair)	12	80%
< 2.5 (weak)	0	0%

Table 8 above describes that none of the students obtained 'excellent' scores, only 3 (three) of them got 'good' scores. Most of them (80%) got 'fair' scores. From Table 8, we can also see that there is an improvement of the students writing ability for the control group when the distribution of the data in Table 8 is compared with Table 6.

In conclusion, Table 7 and Table 8 show that the students' writing ability of both the experimental and control group underwent an improvement. It can be inferred that their writing ability can be improved by using either the self evaluation technique or peer response model.

Based on the data distribution above, it was found that the students' performance of the experimental group after being taught writing by using peer response model was higher than the performance of the control group students after being taught writing by using self evaluation technique.

Statistical Analysis of Writing Tests

To identify the effectiveness of peer response technique, the t-test was used. It was also used to see whether there is a significant difference between the experimental group and the control group in terms of their progress in writing argumentative essays.

The Difference Analysis

After computing the data by using T-test with an assist of SPSS software to see the difference between the pretest scores and posttest scores of the experimental group, it was found that the value of gained t is -8.432 (for further description, see the Figure 4 and Appendix 13A). At the level significance of 0.05 (see Appendix 14), it is found the table of t-value at df = 14 for the two tailed test is 2.145. Based on the test result, it can be concluded that null hypothesis (H0) is rejected and H1 is accepted because the t score statistic (t = -8.432) is far beyond the accepted area (between -2.145 and +2.145). It means that the research hypothesis stating that there is a significant influence of using peer response technique in developing the writing ability of LBPP LIA students is accepted. In other words, there is a significant difference between the results of the test of experimental group before and after they were taught writing by using peer response model.
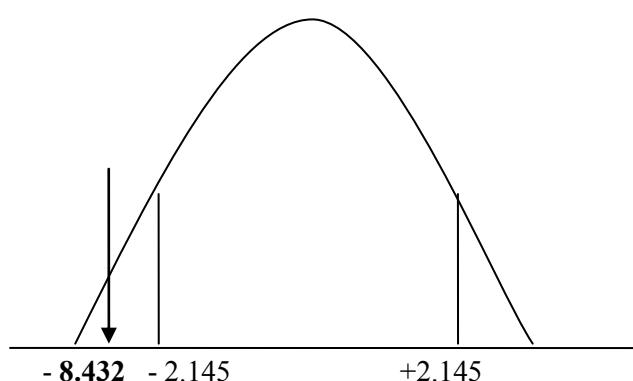

- **8.432** - 2.145   +2.145

Figure 4 The gained t and the accepted H0 area

Interpretations

Based on the findings above, the following interpretations are presented. Obviously, there is strong evidence that the students' writing score increased from the pretest to posttest in both groups.

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The increased of the score in experimental group was found more significantly than that those of the control group. This shows that peer response model can give a significant contribution in improving students' writing ability.

Some reasons may be adduced to explain why peer response model can improve the students' writing ability especially in writing argumentative essay. The first merit of the model was that it created a friendly learning atmosphere. This situation arose from the process that allowed the students to work with friends and without teacher's interference at an early stage. The peer response technique provided students with opportunities to play a more active role. Moreover, the students can learn from each other.

The second good point of the model was the students believed that they had a chance to learn from their own mistakes and from peers at the same time. Also the findings supported Keh's (1990) assertion that students understand peer response better than teacher response because they are at the same stage of maturity. While working in a peer response group, the students in the present study practiced identifying errors and giving feedback using the guidelines for revision and the guidelines for peer response. Through these procedures, together they learned what to look for, how to give comments, and how to make changes accordingly. Such procedures fostered the "cooperative learning atmosphere" (Tsui and Ng, 2000). Apart from the merits stated above, similar to Porto's (2001), Tsui and Ng's (2000) findings, the model also raised students' awareness of their own strengths and weaknesses.

However, it should be noted that of all the students, the higher achievers benefited the least from the peer response activity, whereas the average and lower achievers benefited more. The findings were in accordance with Porto (2001). The research results showed that the lower achievers benefited more from the peer response activity because they tended to accept peer feedback more than the higher achievers.

Although the present study took place in an actual classroom, the work was not counted as part of the class evaluation; consequently, it is possible that the students were not motivated to take the lessons seriously, knowing they would not earn any credit (grades). Had credit been given as part of the course, the results of the study might have been better.

The duration of the present study was limited to 20 hours or ten weeks, which apparently was too short to allow students to improve their writing. Studies of this nature should be conducted to investigate the impact of the peer response technique over a longer course of time.

CONCLUSIONS

Based on the analysis of the data gathered during the study, conclusions are drawn as follows:

1. Peer response technique develops the students' ability in writing. It can be seen from the results of this study in that the students who were taught essay by using peer response technique had significant different improvement of their ability in writing argumentative essay.

2. There was a significant difference between the development of writing ability of the experimental group students after they were taught essay writing by using peer response technique and the writing ability of the control group students after they were taught essay writing by using self evaluation technique

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SUGGESTIONS

1. It was apparent that the students benefited from the guidelines for revision of argumentative essays. Therefore, similar guidelines should also be developed for teaching other rhetorical modes of writing, namely, narration, description, and exposition.

2. In assigning students to group, teachers should balance students' strengths and weaknesses and consider sociological aspects as well since they were comfortable working with close friends and enjoyed working together. They became close enough to give honest feedback knowing that their friends would not be offended.

3. The peer response technique should be included as a class activity so that students learn to become autonomous learners. Furthermore, this activity increases students' motivation in their learning. It also raises awareness as the students are expected to identify errors in peer-written drafts and then help one another to find an appropriate solution for a particular error. In doing so, they will learn to avoid making the same errors in their subsequent writing.

Recommendations for Further Studies

Following are some recommendations for further research.

1. Replication of the present study in other institutions and schools.
2. Replication of the present study with different types of writing.
3. Replication of the present study with a larger sample.

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