A Study on Peer Response In A Writing Class in English Department of Muhammadiyah University of Surakarta in 2013/2014 Academic Year

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ABSTRACT

The research paper aims at finding out and describing peer response including 1) students' response to their friend's work, 2) students' response to the correction, and 3) students' perception about the benefits of peer response in writing class in EnglishDepartment of Muhammadiyah University of Surakarta.The type of this research is case study. The subjects of this research are ten students of a writing class as the sample for the research. The methods of collecting data are observation, interview and documentation.The result of this research shows that ten students in writing subject use almost all the peer response proposed by Nelsom and Murphy. However their responsesare different. The researcher finds the students' responses to their friends can be classified into four categories. They are unnecessary correction (4%), accurate correction (46%), inaccurate correction (19%), and disregard(31%) from 48 data. The researcher divided two categories in students' response to the correction. They are students revising the sentences and students disrgarding the correction. The last finding, the researcher finds 60% perceive of the students that peer response gives benefits; it can make their better writing. Therefore, peer response can be usd as one stratgy of teaching writing as proposed by Nelsom and Murphy.

Key Word: *Peer Response, Writing Class*

Introduction

English as international language is very important for the students to learn English. In Indonesia, English is as a foreign language taught from Elementary school up to University. It is aimed at developing the student's ability to absorb disseminate important information trough listening, writing, speaking, and reading in English Language skill.

The teacher of writing which was once concerned with the final product of writing has shifted the concern into the writers' composing process. Al Jamal (2009) noted this shift from studying writing itself to study what writers do as they write. Before the process approach emerged, writing was centered on students' final product and the grade was based on how much students' product imitate the given model. Meanwhile, the process approach views writing as a process. Writing is not an easy task as individual product, in terms of skill, producing a coherent, and fluent. Extended piece of writing is probably the most process into 4 stages; prewriting, wrting, rewriting and post writing. In that process, writing is skill that is used to express idea, throught, feeling and opinion in written form.

Considering the explanation above, English teachers must have responsibility as they are demanded to have teaching strategy in order to solve the problem faced by the student in learning English. Teachers must be able to arrange their assignments effectively. They are demanded to motivate the student in order to learn English well. The writer indicates teaching method becomes one the important points of the teaching learning activities. Basically, method refers to the teaching learning approach, design and procedure. The teacher's notion of writing is also very important to determine the most suitable strategies and approach for good writing. Teachers have to turn their classroom into communities of

learners, as the focus of writing pedagogy shifts from written products to writing as a process and as ways of making knowledge, including writing are viewed from a collaborative or social perspective (Bruffee, 1983 and Faigley, 1985 in Ericdigests.org). Related to the fact, teaching writing needs appropriate technique in order that the students are active and creative in writing skill. One of the techniques is using peer response.

The writer conducted a research focusing on learning strategies in writing class about students' response that, she wants to improve the writing skills for students in English Education Department' UMS on their response to their friend's work.

Research Method

According to Keirl and Miller in Moleong (2000), qualitative research is "a particular tradition in social science that fundamentally depends on the observations in humans in its own region, and connect with those people in the language and terminology". Qualitative research method is a method used to examine the condition of natural objects, in which the researcher is a key instrument, conducted the data collection techniques combined. The data analysis is inductive, and qualitative research results further emphasize the significanceof the generalization. The object of the resarch is students feedback to the peer work and student's assignment in writing class in English Department of UMS in 2013/2014 academic year at second semester. The data of the research are field note and the answer of interview.

The writer used instrument of collecting data, namely: observation, interview and documentation. First, observation is a method of collecting data using observb to the research object. Object will be observed are th process of peer response used in teaching writing at UMS of second semesters in 2013/2014 academic year. Second, interview is one of the techniques to collect data by having conversation with respondent for getting inform from respondent. The writer collected the data by interviewing the students. Third, documntation is any written material in the form of essays, memos, announcement, instructions, magazines, newsletters, statements, rules of a public agency, and broadcast news to the media.

In analyzing the data, the writer analyzed the result of research and drew the conclusion from the result and also the suggestion for any further research. There are some steps as follows: first, reducing the data, it is the process of making summary from the main points, arranging it and categorizing it based on as classification (Moleong, 2000: 190). The writer selected the data taken from observation and interview. Second, displaying the data, in this step, the writer described and discussed the selected data of the research in the form of systematic classification. Consequently, it is easy to be analyzed and to be understood. Last, drawing conclusion, in this step the writer made the conclusions and suggestions based on the displayed data.

Finding and Discussion

1. Students' response to their friend's work

The researcher observed ten students.The researcher found some students response their friend's work and some students did not correctother students' work with the correct of their friend's work. There were seven students giving response to their friend's work. On the other hand, there were three students did not correct to their friend's work.

The researcher found the correction can be classified into four categories in this research:

a. Unnecessary correction

The followings are examples of unnecessary correction of the right sentences;

1) Many undergraduate of english department cannot speak english.

The peer response corrected the sentence to be Many undergraduates of english department cannot speak english. (Data A1)

2) Many english student cannot reply or answer question.

The peer response corrected the sentence to be Many english students cannot reply or answer question. (Data A3)

In the examples above, the peer tried to correct the sentences which are accurate

but after they have corrected it becomes wrong sentences

b. Accurate correction

Accurate correction was the accurate correction of wrong sentence needed to be corrected. The followings are examples of accurate correction of sentence;

1) Trash dumped contribute to accelerating global warming

The peer response corrected the sentence to be Trash dump contribution to accelerating global warming. (Data H3)

2) I think this television programs is very alarming because it always displays the word and scenes were insulting

The peer response corrected the sentence to be I think this television program is very alarming because it always displays the word and scenes are insulting (Data F3)

c. Inaccurate correction

The researcher found the students corrected data but the correction are not accurate. The followings are examples of inaccurate correction;

1) Practice make perfect

The peer response corrected the sentence to be The practice of speak english make we become perfection in speaking English. (Data A3)

2) Because natural resources are used to meet human needs

The peer response corrected the sentence to be Because natural resources are used to human needs. (Data C1)

d. Disregard

The researcher also found the students who did not respond to their friend's work, so the wrong sentences are disregard. The followings are examples of disregarded wrong sentences;

1) The most potential of young elect is in university

The peer response corrected the sentence to be The most potential of young elect is in university. (Data E1)

2) It will reduce the forest area

The peer response corrected the sentence to be It will reduce the forest area. (Data J1)

2. Students' response to the correction

The researcher found the students who gave reaction to peer response but also there are students who did not give reaction. There are ten students correcting their work based on peer correction. The students who gave reaction to peer response are five students when the researcher do observation in writing class. The researcher divided the reaction of the students to peer response into two categories;

a. Revising the sentences

Positive feedback loops onhance or amplify changes: this tends to move a system away from its equilibrium state and make it more unstable. Negative feedback tend to dampen or buffer changes: this tends to hold a system to some equilibrium state making it more stable.

The researcher found the students who revise to peer response.

1) Rizal. He did not revise the sentence from peer response. According to him, his friend's suggestion is the choice proper for him.

2) Danny. He revisedsentence from peer response to be accurate sentence.

3) Fadhilah. She revised the sentence to based on her friend's correction.

4) Afelia. She revised when she received response from her friend about her work. After that, she followed from hr friend's suggestion about her work, because she think that is true.

5) Nurul. His response was very confusing. Although, he gave response to his friend and he did not follow his friend's suggestion.

b. Students did not give reaction to the sentence

The researcher found five students who did not give feedback to peer response.They did not give feedback to peer response, because they are afraid if their feedback is false. So, they did not give feedback to the peer response give a response. When, peer response give a feedback, they only listen and doubt to feedback again. So, they were not students who gave feedback in the class.They usually received their friend's

suggestion but also they did not gave feedback.

The example of students did not reaction to the sentence;

Original sentence (Whenny): It will reduce the forest area

Peer Feedback (Ibnu): It will reduce the forest area

Correction (Whenny): not corrected

3. Students perception about the benefits of peer response

All students perceived that peer response was an activity in which peers gave comments to peers' written work for revision before submitting it to the teacher. The students gave comments merely on the surface level, that is, they dealt only with errors on grammatical points and mechanics. This researcher affirmed the students in correcting grammatical and they got benefits when peer response gave a feedback.There were 6 students thought that they get benefits in, while the students who thought get not benefits to peer response were4 students.

The findings show that there are many differences between the writer and the previous researchers. The researcher uses stage of the writing process in analyzing data and the researcher finds the peer response to their friends' work, the students' revising the corrected and the students perceive to other's students proposed by Nelsom and Murphy. The previous study explained on peer response group's strategy and peer response groups in the writing classroom.

There are similarities and the differences between the writer and the previous researchers. The similarities are peer response used in the writing classroom, the researcher and the previous study used peer response group's strategy, and the researcher and the previous study used theory teaching writing on peer response. These findings are in line with the findings of previous studies conducted by Annisa Nazar (2010), Sarah Warshauer Freedman (1988), Husni (2012), Phnita (2012), Zainurrahman (2010), Shelley (2010), and Guangwei (2005) which state that peer response may improve students writing ability in writing classs. However, if the students' response are not correct it will be useless. The findings of these research complete the finding of previous studies. The findings of this research are also in line with the findings of previous study conducted by Shelley (2010) which state that peer response may develop students writer's sense of audience as teaching tool. However, the findings of these researcher did not show the kind of feedback given by the students, and the response of the students toward the feedback.

Conclusion

There were ten students being observed. They were Rizal, Wenny, Danny, Fadhilah, Vita, Afelia, Eka, Nurul, Ibnu, and Sholihah. They worked ten different paragraphs with differents topics. The researcher found that the students who gave respond with the correcting of their friend's work when the researcher did observation.The researcher concluded the correcting data have four categories in this research.The data is right but in correction is false, the data is false but in correction is also false, and the data is disregarded. The percentage of correcting data are unneceessary correction 4 %, accurate correction 46 %, inaccurate correction 19 %, and disregard 31 % from 48 data. So, the result of correction data dominated in false to right are 46 % from 48 data.

The researcher found the students who corrected the peer response were five students in the class. The students react to peer response with the differents of data to response's data. The researcher found in the document that the students gave reaction to friend's response but also the students did not give reaction to friend's response.When the researcher did interview with the students in writing class, the researcher found some students followed friend's opinion. But, the researcher made three categories in there. They were the students reacted, the students did not reaction, and the students disregarded.

The researcher found many benefits when she did observation in the class. One of them, the students are very enjoy when they corrected the data of peer response. There were some students who did not understand what is benefits in there. The students get benefits to peer response were six from ten students.

Besides that, the students not get benefits to peer response were four from ten students.

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