

ONLINE PEER CORRECTION TO IMPROVE THE STUDENTS' WRITING SKILL

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ABSTRACT

One of the students-centre learning that can be applied by the lecturer who teaches writing in Higher Education is Peer correction. It can be used as an essential tool to improve the students' writing skill. This study is the second part of the research report of written and online peer correction in improving the students' writing skill. The present study focused on the use of online peer correction in improving the students' writing skill. The data collected by scoring the students' writing posted and frequency of their comment in facebook group; analyzing the sentence structure, grammar, and mechanics. The first finding indicates that the students' writing score is good; the second finding shows that their grammatical error is decrease; the use of punctuation is fairly good, and the use of capital and small letter inappropriately, because they were affected by typing habit in social media.

Keywords: *Peer correction, writing, online correction.*

1. INTRODUCTION

Teaching writing in tertiary education especially for the non-English students is academic writing oriented. It becomes a complex problem for the students when they were commanded to do writing task, they have to integrate skills and knowledge they have in a time. Mastering the writing process requires hard work, skill development, and years of practice. Many students were found having difficulties to write clearly or express their ideas well when they write (Applebee, Langer & Mullis, 1986; Ganopole, 1988; Collins & Cross, 1993; Collins & Parkhurst, 1996).

One of essential tools to improve the students' writing skill is giving feedback or correction. The correction can be from the lecturer, the classmates, even from themselves. The study was conducted by Alghazo, et al (2009), they concluded that the correction can improve the students' self-correction ability in their writing. Similarly, Liu (2008) found that the students' writing accuracy improves after receiving feedback. The corrections can be referred to the grammatical errors, the use of mechanics, sentence structure, paragraph organization, etc. As stated by Littlewood, 1984; Williams, 2011 that grammatical and content errors stated in correction are more than signs of the learner's failure; they provide insights into how data of the language are processed. The students prefer their writing corrected by the lecturer because of the trusted, but this method is oriented to the teacher-centered learning. Besides, giving the students the correct answers does not establish a pattern for long term memory (Walz 1982).

As like the lecturers, the students also have roles in learning process. One of the student's role according to Johnson and Paulston (1976) in O'Malley and Chamot (1990) is learners learn from the teacher, from other students, and from other teaching resources. Peer correction is a kind of students learns from other students. In recent years, Rollinson (2005) in Cote (2014) explains that the use of peer feedback in ESL writing classrooms has been generally supported in the literature as a potentially valuable aid for its social, cognitive, affective, and methodological benefits.

In the past decades, the correction is given manually or traditionally where the lecturer or student gives their correction on the paper by using another color pens then return the paper to the owner. While in present technology era, the correction activities can be done online through social media. The study about peer feedback on facebook was conducted by Wichadee (2013), the result of the study shows that the students have positive attitude on the use of facebook for peer feedback and help the students to revise their writing based on the correction given; it was focused on the writing content than grammatical errors.

The use of peer feedback in an online learning environment provides a number of advantages such as increasing the timeliness of feedback, offering new learning opportunities for both givers and receivers of feedback, humanizing the environment, and building community through online interaction (Corgan et al, 2004). In an on-line discussion, all students can participate in one another's learning by providing constructive feedback to their peers. Through this process, they also achieve greater understanding and appreciation for their peers' perspectives.

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In this study, facebook group is used to do the peer correction activity. Peer feedback on Facebook provides more opportunities for students to practice communication with their peers. The peer feedback activity on Facebook that blends written and electronic communication can promote student motivation, participation, and collaboration among peers (Warschauer, 2002).

2. METHOD

The method used in this research is descriptive method; by purpose it is quantitative method. The data collected by scoring the students’ writing posted and frequency of their comment in facebook group; analyzing the sentence structure, grammar, and mechanics. The sample of the research is Accounting Students who join English for Academic 1 class, consists of 15 students from 3 classes that chosen randomly. The instrument used in this research was document analysis.

The data collecting procedure was taken several meetings:

1. The first to the fourth meeting, the researchers were giving input of the writing process as well as the grammar used in some kinds of writing.
2. The fifth to the seventh meeting, the students were interacting through facebook group that have created in the previous semester. The students are free to share their writing (any kinds of free writing) in the chat room to be corrected by their classmates, the lecturer watches their chat activity and giving enforcement if it is needed.

Road map or the flow chart of this research is illustrated in the following figure:

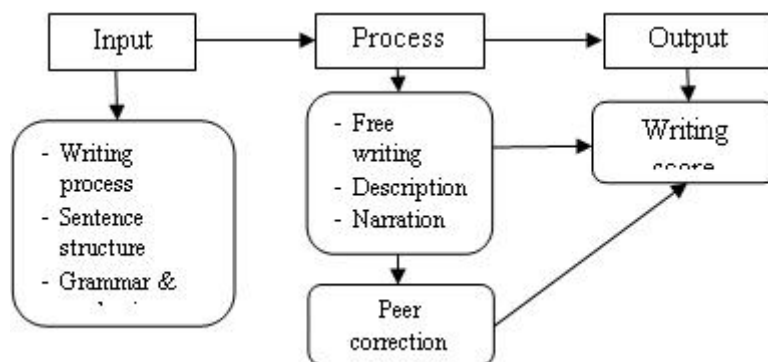


Figure 1: The flow chart of research map

1. Writing process is the step of writing activity, starting from pre-writing (brainstorming/clustering) to the writing text.
2. Sentence structure is the hierarchy of sentence or paragraph organizations of the writing.
3. Grammar and mechanics is the language pattern and mechanics used appropriately to the kinds of writing produce.
4. Free writing is produce the writing based on the writer desire to write without seeing the sentence structure or other writing rules.
5. Description is a kind of describing something or someone by following the rules of description text.
6. Narration is a kind of paragraph development of the story from the beginning to the end.
7. Mini article is a kind of simple scientific writing.
8. Peer correction or feedback is student’s activity in correcting and giving feedback to their classmates writing by online correction.

The items of scoring consist of sentence structure, grammar, and mechanics (punctuation and capitalization). In this research the highest score will be 5 and the lowest is 1.

Table 1: Rating score of students’ writing

Score	Category	Criteria
5	Excellent	The writing is in a proper content structure, well organized paragraph, proper grammar, and no mechanics error.
4	Good	The writing is in a proper content structure, well organized paragraph, proper grammar, but improver mechanics.

3	Fairly Good	The writing is in a proper content structure and well organized paragraph, but improper grammar, and mechanics error.
2	Poor	The writing is in a proper content structure but unorganized paragraph, improper grammar, and mechanics error.
1	Very Poor	Avoid all writing principle or writing phases process.

3. DISCUSSION

The following tables described the frequency of students' achievement regarding to their grammatical, mechanics, and sentence structure in writing.

Table 2: Sentence structure frequency

No	Score	Category	Sentence Structure Frequency (%)					
			FW1	Frequency	FW2	Frequency	FW3	Frequency
1	5	Excellent	6	40	1	0	6	6.6666667
2	4	Good	6	40	9	60	11	73.3333333
3	3	Fairly Good	3	20	6	40	3	20
4	2	Poor	0	0	0	0	0	0
5	1	Very Poor	0	0	0	0	0	0
			15	100	15	100	15	100

Table 2 shows that the highest score of the students' sentence structure performance is in the good level. It means that they are able to implement their writing theories as they were doing in written peer correction.

Table 3: Grammar frequency

No	Score	Category	Grammar Frequency (%)					
			FW1	Frequency	FW2	Frequency	FW3	Frequency
1	5	Excellent	3	20	11	73.3333333	11	73.3333333
2	4	Good	9	60	4	26.6666667	4	26.6666667
3	3	Fairly Good	3	20	0	0	0	0
4	2	Poor	0	0	0	0	0	0
5	1	Very Poor	0	0	0	0	0	0
			15	100	15	100	15	100

The table shows that the grammatical performance of the students in writing through online activities is in excellent level. It means that they were paying attention in writing and giving comments to their friend's writing.

Table 4: mechanics frequency

No	Score	Category	Mechanics Frequency (%)					
			FW1	Frequency	FW2	Frequency	FW3	Frequency
1	5	Excellent	2	13.33	0	0	1	6.6666667
2	4	Good	3	20	7	46.6666667	4	26.6666667
3	3	Fairly Good	10	66.66	8	53.3333333	10	66.6666667
4	2	Poor	0	0	0	0	0	0
5	1	Very Poor	0	0	0	0	0	0
			15	100	15	100	15	100

Table 4 shows that the students' mechanics performance is in the fairly good level. It means that the students did not attend to the use of punctuation, capitalization, and word spell.

The following tables are the students' average score for the three kinds of freewriting and the three assessment criteria.

Table 5: students' average score

No.	Participants	Students' Score		
		1	2	3
1	AA	85	80	85
2	AB	95	90	95
3	AC	95	80	85
4	AD	85	80	90
5	AE	75	85	90
6	AF	80	70	75
7	AG	80	75	85
8	AH	75	85	90
9	AI	95	80	85
10	AJ	80	90	90
11	AK	65	70	75
12	AL	65	80	85
13	AM	80	80	85
14	AN	95	85	95
15	AO	75	85	90
Average		81.66666667	81	86.66666667

The average score of the students for the three kinds of freewriting are 81.66, 81, and 86.66. Based on the rating scale score of PNUP, higher than 80 is equal A. it indicates that the students have a very good skill in writing by using peer correction both written and online correction. The following table shows the detail of the students' average score, the grammar is good (4.61), the mechanics is fairly good (3.97), and content structure is good (4.04).

Table 6: Average Score

No.	Assessment Criteria	Students' Score															Total	AVG	Remark
		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15			
1	Mechanics	4	4.8	3.8	4	3.5	3.8	4.3	4.3	4	4	3.3	3.3	4.3	4.3	4	59.6	3.973333	Fairly good
2	Grammar	5	4.8	5	5	4.8	4	4	4.8	4.3	4.8	4	4.8	4.8	4.8	4.5	69.25	4.616667	Good
3	Sentence Structure	4	4.3	4	4	4	3.5	3.8	3.5	4.5	4.3	3.8	4.3	3.8	4.5	4.5	60.65	4.043333	Good

4. CONCLUSION AND RECOMMENDATION

The study presents an insight of integrating written and online peer correction in improving the students' writing skill in Academic English class. Wichadee (2013) in his result of the study shows that the students have positive attitude on the use of facebook for peer feedback and help the students to revise their writing based on the correction given; it was focused on the writing content than grammatical errors. Similarly, the result of this study shows that the students are also enjoying using facebook or online correction. It is limited to the use of grammar, mechanics, and content structure. Generally, their writing skill improves, but the use of mechanics (the use of capital and small letters and, punctuation, and others mechanics) is fairly good because affected by their habit in using social media.

Expectedly, this study will help the lecturers or the teachers who taught English for non-English students in helping the students reach their language target in vocational higher education. It is also expected that the result of this study can guide the students to understand their writing style and the things that should be attent in composing writing text. Although the result of this study indicates the students have good performance in writing but the traditional way of peer correction (written correction) is more effective for them. For those, this study indicates that the learning style and the character of the accounting students still need tradional approach mostly.

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