

THE IMPLEMENTATION OF PEER REVIEW IN ACADEMIC WRITING AT UIN AR-RANIRY

THESIS

Submitted by

ESI FACHRIA

NIM. 140203196

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



FAKULTAS TARBIYAH DAN KEGURUAN
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by:

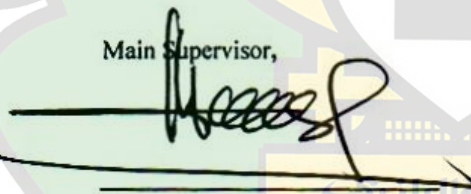
ESI FACHRIA

140203196

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

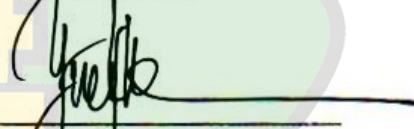
Main Supervisor,



Dr. Muhammad AR, M.Ed

Date: 18/ June/2019

Co. Supervisor,



Yuliar Masna, M. TESOL

Date: 18/ June/ 2019

It has been defended in Sidang Munaqasyah
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for Bachelor of Education Degree in English Language Teaching

On:

Tuesday, 2 July 2019
28 Syawal 1440 H

In Darussalam, Banda Aceh

Board of Examiner

Chairperson,

Dr. Muhammad AR, M.Ed

Secretary,

Fera Busfina Zalha, MA

Member,

Yulia Masna, M. TESOL

Member,

Dr. Jarjani, S.Ag., S.S., M.Sc., MS

Certified by:

The Dean of Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh



Dr. Muslim Razali, S.H., M.Ag
NIP. 195903091989031001

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan di bawah ini :

Nama : Esi Fachria
NIM : 140203196
Tempat/Tanggal Lahir : Kreung Kluet, 20 September 1996
Alamat : Jln. Rukoh Utama, Lr KRH No. 16 B. Kec.
Syiah Kuala, Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul :

The Implementation of Peer Review in Academic Writing at UIN Ar-Raniry.

adalah benar-benar karya asli saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 13 April 2019

Saya yang membuat surat pernyataan,




Esi Fachria

NIM. 140203196

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Banda Aceh, April 13th, 2019
The Researcher,

Esi Fachria



ABSTRACT

Name : Esi Fachria
NIM : 140203196
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
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Co-Supervisor : Yuliar Masna, S.Pd.I., M. TESOL
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This research was conducted to investigate the influence of the implementation of peer review in academic writing class and to examine whether the implementation of peer review improved students' writing skill. This study took place in Department of English Language and Education at UIN Ar-Raniry. The participants of this study were sixteen students in unit six of the fifth semester who were taking academic writing course. The total of sample in this research was sixteen students and there were six students who were interviewed. In order to collect the data, documentation and interview were used as research instruments. Finally the result of this study shows that most of students experienced better improvement on their writing skill. On the contrary, there were only a few students who did not get any improvement in their writing skill. In conclusion, the implementation of peer review was useful and influential to improve students' writing skill.

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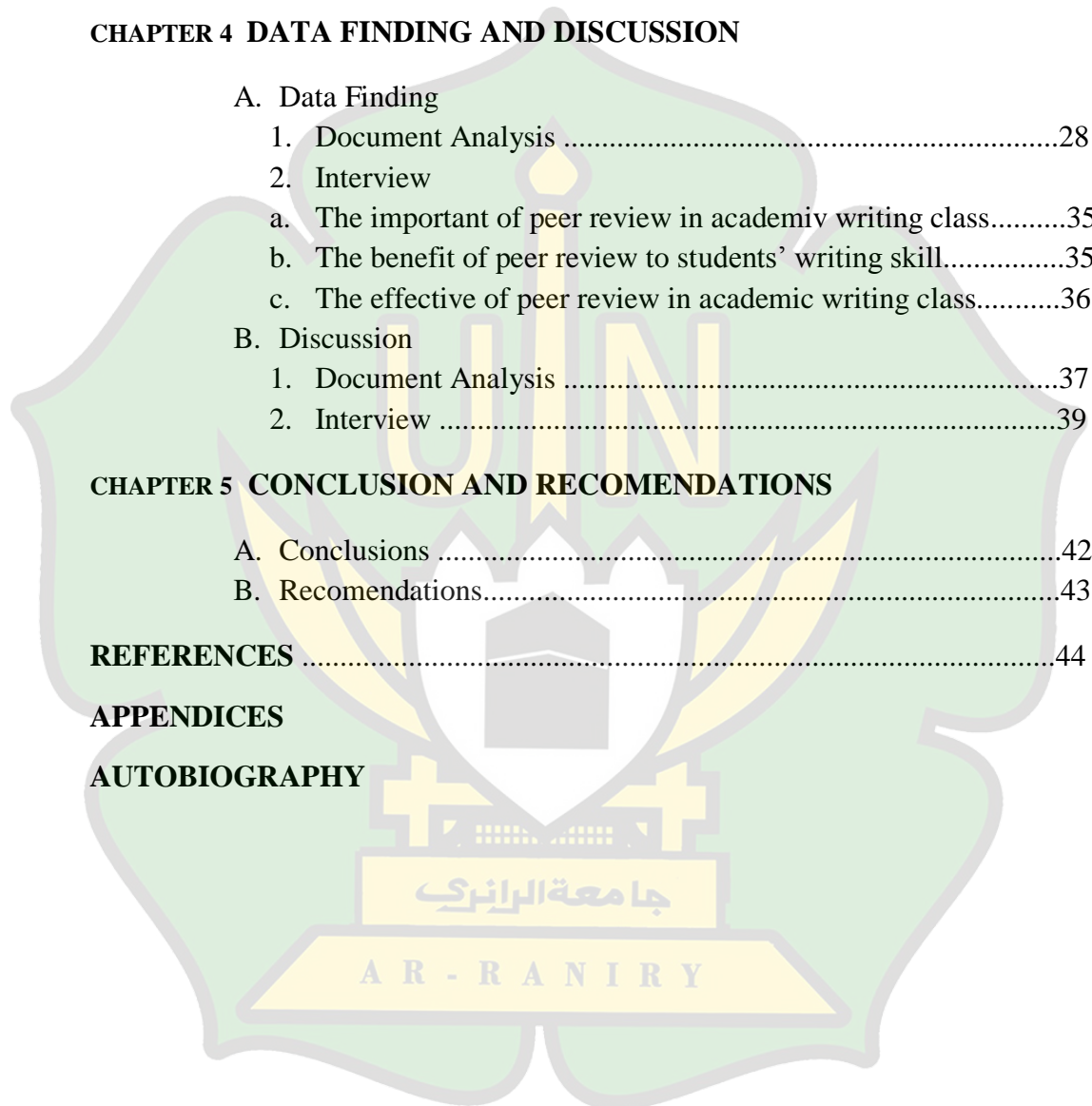
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CHAPTER I

INTRODUCTION

A. Background of Study

Writing feedback is important for students because it encourages students' self-confidence; it boosts students to work on their writing weaknesses and it ought to help students improve on their writing strengths. There are different ways of giving students feedback their written work including teacher feedback and peer feedback or review. Teacher feedback can be defined as a process through which a teacher communicates with students about how they respond to a task. On the other hand, peer review can be defined as a process in which students assess the quality of their fellow students' work and provide one another with feedback. Peer review can be a grading tool, an assessment tool, or a learning tool (Wessa & De Rycker, 2010).

Peer review seems to be a venerable teaching strategy that has been used for centuries. Topping (2006) stated that peer review and peer tutoring have been used since the ancient Greek era. However, it has become a crucial feature of writing classrooms these days. In the 21st century, teachers use peer review more frequently than before because some scholars and researchers report that peer review is very effective in improving students' writing performance.

Writing is viewed by many scholars as a process and it requires contributions of time from teachers and students in order to achieve satisfactory results. Teacher

feedback is common in most of the academic writing classes at UIN Ar-Araniry. But peer review is rarely used by teachers in teaching Academic writing class.

There are some previous researches related to the study about peer review conducted by Puritchaya Puengphrom and Tanyapa Chiramanee (2011) at Triam Udom Suksa School of the south with the title “The Effectiveness of Implementing Peer Assessment on Students’ Writing Proficiency”. In this research, the researcher found that students writing ability significantly improved. The improvement included more accuracy in using grammatical elements, completeness of contents, and better idea organization. However, they wanted to have teacher assessment after the peer assessment to enhance their confidence. Other research conducted by Ma’rifatul Fadhillah (2017) at UIN Walisongo Semarang with the title “The Effectiveness of Written “Peer Review” Toward English 3 Students’ Writing Skill”. In this research, researcher found that peer review in writing comprehension improved the students’ ability in their writing texts. Having implemented peer review in their writing, the students improved their score in which peer review helped them write down well.

The similarity between this study and the previous studies is relied on using peer review in writing class. However, this study took different places of participants. The previous ones took the participant at UIN Walisongo Semarang and Triam Udom Suksa School of South. While this study took the participant at UIN Ar-Raniry Banda Aceh. One of the previous studies took a different level of participant conducted by Puritchaya Puengphrom and Tanyapa Chiramanee (2011). Puritchaya Puengphrom and Tanyapa Chiramanee took students of senior

high school as the sample while the writer took students of university as her sample in this study.

Based on the explanation above, this study focused on the issue related to peer review, then this research was conducted under the title “The Implementation of Peer Review in Academic Writing class at UIN Ar-Raniry”.

B. Research Questions

Based on the background, the research question of this study, are formulated as follows :

1. How does the implementation of peer review in Academic writing class influence students’ writing skill?

C. The Aim of Study

1. To investigate the influence of the implementation of peer review in Academic writing class.
2. To examine whether the implementation of peer review improved students’ writing skill.

D. Significance of Study

This research is significant because it is useful for lecturers and students, where it can improve students’ ability in writing. This research is expected to be useful for many people in the teaching-learning process, such as :

1. The Lecturers

The purpose of this study is to create a lively teaching-learning process. The researcher really hopes that the implementation of peer review will help lecturers to manage class well, improve their own teaching skill, and develop students' mastery of writing.

2. The Students

It is expected that students will be more interested to learn writing in classroom activities by implementing peer review. They will master it and improve their achievement.

3. Terminology

The researcher explains more about some essential terms to this research, including :

1. Peer Review

Peer review is a feedback which is provided by students to other students to improve the quality of their work. Falchikov (2007) stated that peer review involves students to offer either feedback or grades to their peers on a product or a performance, based on certain criteria of excellence for their work.

2. Academic Writing

Academic writing is the process of breaking down ideas and using deductive reasoning, formal voice and third-person point-of-view. As Wilkinson

and Hommes (2010) stated that academic writing covers the wide range of specific writing task that you need to write during the course of your academic studies; paper, reports, literature reviews, projects, case studies, dissertations, theses, research papers, and articles. Term of academic writing in university usually refers as students' written assignment.



CHAPTER II

LITERATURE REVIEW

There are the terms in this study that should be explained to recognize more about the research problem and to avoid misunderstanding.

A. Peer Review

In recent years, peer review is believed as part of student-centered practices. The application of peer review is mostly done at the university level because at this level students are considered more independent in learning. Besides, the application of peer review is not widely used in language classes. According to Peng (2010) teachers usually graded students' work based on teacher's valuation and students only care on their assessment.

Many definitions exist about what constitutes peer review. Falchikov (2007) defined peer review as feedback or grades (or both) which is provided by students to their peers on a product or a performance, based on the criteria of excellence for that product or event which students may have been involved in determining. It can be defined that peer review is feedback or grades provided by students to their partner based on the criteria given by the teacher.

Similarly, Richards (2000) defines peer review is an activity in the revising stage of writing in which students receive feedback about their writing from other students or their peers, typically students work in pairs or small groups, read each other's compositions and ask questions or give comments or suggestions. It means

that peer review is students act as groups to make comments on one of the drafts of members under the guidance of the teacher either in verbal or written language.

Meanwhile, Haines (2004) states that peer review is increasingly involved in providing opportunities for students to gain feedback on their work from sources not only in the classroom but also outside the classroom. It means that each student has the same opportunity to get feedback because peer review can be worked outside the academic environment.

In a word, peer review focuses on the interaction between the writer and the reader; this encourages collaborative communication. In a group or in peers, students read their writing, ask a question and give their opinions or make comments. It is beneficial for students to improve their English writing.

1. Types of Peer Review

As mentioned by Brown (2003) there are 5 types of peer review, They are:

a. Direct assessment of performance.

Direct assessment of performance is a type of assessment in which students give feedback immediately or very soon after performance. The student fills out a checklist that rate performance on a defined scale. In this type the time is limited and it focuses on a relatively short performance. This category is appropriate to be used in speaking class.

b. Indirect assessment of general component.

In this type, the student will be assessed by their friend after the student has completed the whole course. It takes time, and the peer will use

his/her general ability to evaluate his/her friend's task. This category is suitable to be used in writing class.

c. Metacognitive assessment

Metacognitive assessment is meant for setting goals. Personal goal setting has the advantage of fostering intrinsic motivation. Strategic planning and self-monitoring can take the form of journal entries, choices from a list of possibilities, questionnaires, or cooperative (oral) pair or group planning.

d. Assessment of socioaffective factors.

Another type of peer review comes in the form of a method of examining affective factors in learning. In this type, it needs to consider the psychology of students, because peer assessment challenges student to work honestly, responsibly, and intelligently.

e. Student self - generated test

Student self - generated test is a technique of engaging students in the process of constructing test. In this context, students made a review on the material they have learned without being asked by their teacher. This can motivate students in learning and build autonomy process.

In this research, indirect assessment is used to evaluate students' writing skill.

2. The reasons of using peer review

According to Mashadi (2014, as cited in Rollinson, 2005) there are several reasons why peer review should be used: first, peer review can give something to

students who have not given by their teacher; second, peer review can provide good feedback to students, if the feedback given is valid; then, peer review also makes it easier for students to revise when getting comments from their peers. So, peer review can be used to make up teacher feedback. In addition, peer review makes students as critical readers to their peers' work and it can help students to be more self-reliance and become reviser to their own writing.

3. The Advantages and Disadvantages of Peer Review

All the theory have advantages and disadvantages. Peer review has a lot of advantages. According to Harmer (2002), there are some advantages of peer review as in the following :

- a. Boost students' involvement and responsibility in teaching-learning process.
- b. It can boost students' role and contribution to the process of group work.
- c. It can develop students' judgment skill.
- d. Encourage students to take part in the ownership of the group work process.
- e. It can provide more relevant feedback.
- f. Training students' honesty.

Meanwhile, Richards and Rendaya (2002) point out the advantage of peer review is students are given a better sense of controlling for their own learning, they will be more autonomous and self-sufficient learners. It means peer review can create students to be more independent in the learning process. Then Brown (2001) assumed that students who are being a participant in peer review activities

can be a fascinating adventure as it made them step out of their own selves to see what they had created through the views of others. It can be defined that peer review made students felt fascinating adventure during this activity, this happened because it made students to step out of themselves. Meanwhile, Topping (2000) stated that peer review also had an impact on increasing motivation through the sense of personal responsibility and improving self-confidence. It means that through peer review, it also can increase students' motivation.

From the explanation above, it can be concluded that the advantages of peer review are encouraging students' responsibility, providing relevant feedback, leading students' honesty, leading students better sense of controlling their own learning, increasing students motivation and this activity can make students felt the fascinating adventure.

According to Harmer (2002) the disadvantages of peer review are, as in the following:

- a. Feedback is given by students' peer still need teacher feedback
- b. Students' friendship or background may influence the feedback.
- c. Students will have a tendency toward other students who have the same level.
- d. Students feel stressed to carry out the assessment.
- e. Students may be unwilling to give feedback to their peers.
- f. Students may be discriminated by other students "gang up" one group member.

However, the disadvantages of peer review are students individually assess each other's contribution using a predetermined list of criteria. Grading is based on a predetermined process, but most commonly it is an average of the marks awarded by members of the group. In some cases, peer review is sometimes inaccurate because those who provide feedback are students who are less intelligent. Then many students tend to judge group members based on factors such as GPA, race, and background. Students may give their friends positive feedback while others not. This will cause inappropriate and dishonest feedback from students.

B. Academic Writing

Academic writing is students' writing assignment which they have to do for their course in the universities or colleges. Wilkinson and Hommes (2010) define that academic writing encompasses the specific writing task that students are entailed to write during the course of their studies such as papers, reports, literature reviews, projects, case study, dissertations, theses, research papers, and articles.

Madhavi (2010) adds that in an academic field, students are required to produce some academic tasks such as reports, essay, and research paper as part of their project writing. So, writing a research paper is one of the requirements to graduate from university. Therefore, in the process of writing a research paper, the researchers need to develop their skills regarding to academic setting.

In university, students are required to take academic writing subjects, because it provides the information and knowledge to academic setting. Academic writing is an important subject for students, especially for English Department Students to overcome their assignment such as essay, then they will be able to write their thesis well based on the academic rules or guides.

In conclusion, academic writing is students' course which covers the specific writing task that students need to conduct during the course and they can accomplish their thesis by employing their knowledge and skill they got during academic writing class.

According to Bailey (2011) there are several skill that students must have in academic writing course.

- a. Reading skill - Reading can make students easier to find suitable sources to their research and also can develop students critical approaches.
- b. Critical thinking - Critical thinking in writing is related to research in the way students analyze and evaluate ideas that they put on paper and it makes students easier to deliver their ideas to the readers.
- c. Reference - refencing is a way to give credit to the writers from whom you have borrowed words or ideas.
- d. Quotations - Quotations is a way to support students' point of writing with concrete evidence taken from valid sources and it make students to avoid the plagiarism.

Based on the explanation above, there are 4 skills that students need to master in academic writing, but in this study the researcher just focuses on critical thinking skill.

1. Types of Academic Writing

There are several types of academic writing. According to Bailey (2011, p. 4), there are 6 common types of academic writing, they are “notes, report, project, essay, dissertation/ thesis, and paper”

- a. Notes – Notes is the main point of a text or lecture that use by students for theirselves and it is in written form.
- b. Report – It is an activity where students describe what they have done. For example, conducting a survey.
- c. Project – It is a research whether done individually or in group. In this kind of activity students will chose their own topic.
- d. Essay – Essay is common type of written work where the title given by teacher, and usually essay consist of 1000-5000 words.
- e. Dissertation/Thesis – It is the longest activity of writing where the topic chosen by students and it done by students in higher degree.
- f. Paper – It is a general term for academic essay, report, presentation or article.

2. The writing steps in Academic writing

There are several stages of academic writing. According to Anne (2009, p. 4), there are 9 steps of Academic writing process, they are “choose a topic, think

(brainstorm), research, discover your thesis, plan (outline), write, revise, edit, and proofread.”

- a. Choose a topic – Topic is a foundation in writing. In this stage, the writer will choose a topic that they interested in.
- b. Think (brainstorm) – It is a technique used to collect the idea spontaneously.
- c. Research – It is a systematic investigation that establishes facts and reaches a new conclusion.
- d. Discover your thesis – It is a word or two words that contain the topic, claim and reason.
- e. Plan (outline) – It is planning in making writing.
- f. Write – Here, the writer puts his ideas into complete thoughts, such as sentence and paragraphs.
- g. Revise – it is a step or stage of the writing process where the writer reviews and then amends their writing.
- h. Edit – It is arranging, revising and preparing a written for final production.
- i. Proofread – It is to look over a piece of writing error, watching out for spelling mistake and grammar problem.

Those steps of writing are important so that the writer is able to produce an excellent and systematic composition on writing. Then, this work will be easier and informative to be comprehended by readers.

3. *Principle of Academic Writing*

There are several principles of academic writing. According to Anne (2009, pp. 2-4), proposes 10 principles of Academic writing, they are “clear purpose, audience engagement, clear point of view, single focus, logical organization, strong support, clear and complete explanations, effective use of research, correct APA style, and writing style.”

- a. Clear Purpose – In writing the writer must explain the purpose of his writing clearly, to make the readers more easily understand what the writer will discuss in his writing. The most common purposes in academic writing are to persuade, analyze/synthesize, and inform.
- b. Audience Engagement – it means the process of encouraging readers to be interested in the writing that the writer produced.
- c. Clear Point of View – It means that the writer should make his point of view to be clear in a thesis, so he can support and develop his own idea on a thesis.
- d. Single Focus – In writing the writer must make one focus or single focus on his writing, in order to that his writing can be relevant and the information that the writer wants to deliver can be conveyed by the readers.
- e. Logical Organization – logical organization in academic writing are introduction, body, and conclusion. Each paragraph logically leads to the next one. It means that introduction leads to body and body leads to conclusion.

- f. Strong Support – To make strong support for the topic sentence and thesis statement, each body paragraph should consist of facts, examples, description, personal experience, and expert opinions and quotations.
- g. Clear and Complete Explanations – in writing papers or essay writer should explain his thoughts and thought processes clearly and completely. It helps the readers to understand writer's ideas.
- h. Effective Use of Research – A writer should use his research effectively to support his own idea in writing; therefore, writer's research must be integrated into his writing and not presented separately. It means that sources material will be introduced, analyzed, explained, and then cited.
- i. Correct APA Style – It means that writer must follow the correct rules of American Psychological Association (APA) style in writing.
- j. Writing Style – it means that writer uses his own writing style in writing and he will not imitate other's writing style. Writer should not write such a boring, overly formal scholarly article.

From the statement above, it is necessary for students to cover all of the principles of academic writing, so that the students are able to produce an excellent and well-organized essay or paper that can lead the readers to be more interested to read their works.

C. The Implementation of Peer Review on Academic Writing Class

Many previous studies have been conducted about peer review in academic writing class and how to implement it, such as, Puengphrom and Chiramanee (2011), Fadhilah (2017), Mashadi (2014), and Thokwane (2011). According to Mashadi (2014), the use of peer review activities can help students improve their writing abilities. They improved in several aspects of writing such as content, organization, language use, and mechanic. The peer review activities allowed students to get review or feedback such as correction, comment, and suggestion from their friends. The feedback was expected to help students to make their draft better and students could learn from the feedback as well. Then, Fadhilah (2017) stated peer review help students improved their ability in writing text. Having implemented peer review in their writing, the students improved their score in which peer review helped them write down well. Moreover, Puengphrom and Chiramanee (2011) said that the use of peer review activities can help students improve their writing abilities. The improvement included more accuracy in using grammatical elements, completeness of contents, and better idea organization. However, they wanted to have teacher assessment after the peer assessment to enhance their confidence. In addition, Thokwane (2011) found that peer review contributed positively to academic performance, by helping students to realize the strengths in their writing and how to improve the perceived weaknesses in their texts. Then, peer review is more effective when students are prepared for it.

Based on explanation above, it can be concluded that peer review can help students to improve their writing abilities. The improvement not only in one

aspect but also in several aspect in writing, such as content, organization, language use and grammatical elements. It means peer review helped students to write down well. Then, students learn from the feedback that given by their friends. Moreover, peer review also had the disadvantages, such as students wanted to have teacher review as well to enhance their confidence. It happened because the relationship between students, and students ability. In addition, peer review activities also made students feel uncomfortable to comment their friends work.

From the explanation above, it can be concluded that peer review less effective used in academic writing class. It means that peer review brings trouble to students, as peer review make them distrust their abilities. So to make peer review effective in class, then the teacher needs to know the steps in the implementation of peer review in academic writing class. As Thokwane (2011) said that one of the most important considerations in the effective use of peer review in academic writing class is the need to prepare students to engage in the process of giving and using peer feedback. Then the teacher provided guidelines of appropriate feedback.

Moreover, Mashadi (2014, as cited in Ferris, 2003) there are several steps in the implementation of peer review or the procedure of teaching through peer review technique in academic writing class, they are :

1. Utilize peer review consistently – Here, the teachers should establish that peer review will be used in the class a regular method.

2. Explain the benefits of peer review to the students – in this step, the teachers should ensure students with this technique to make students more enthusiastic toward the technique. It happened because students sometimes do not feel comfortable with their peer comment since they believe that their peers are less competent than them.
3. Prepare students carefully for peer response – Here, students are not only expected to be able to give feedback but also give useful feedback to their peers.
4. Form pairs or group thoughtfully – In this step, the teachers can create pairs or groups by their own and the teachers can also give students the freedom to choose their own peer or groups.
5. Provide structure for peer review sessions – this step can lead to successful learning technique. In this step, teachers should provide a good structure for peer review to make students do the best for it. Ferris (2003) argued that it would be better if the peer review in written form, it aims to give students more time to think it.
6. Monitor peer review sessions – Here, the teacher is involved in the peer review activities as a monitor, but do not get interfere in the activity, because it leads students tend to wait for the teacher to give them lead. It means students will be not independent in completing their task.
7. Hold student's responsibility for taking peer review opportunities seriously – in this step, the teacher should underline that peer review can give students benefit and a lesson.

From the explanation above, it can be concluded that the implementation of peer review in academic writing class had advantages and disadvantages and to make it effective, the teacher should follow the steps of using peer review in academic writing class.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the discussion about the research design, the participants, method of data collection and the last one is data analysis.

A. Research Design

Research design was systematic planning to study a scientific problem or how the design implemented and how the research carried out. MacMillan and Schumacher (2001) defined research design is as a plan for selecting subjects, research sites, and data collection procedures to answer the research questions. This research was conducted using qualitative data approach. Beverly (1998) stated qualitative research is explaining opinions, experiences, and feelings of individuals producing subjective data. The purpose of the qualitative approach in this research is to investigate the influence of peer review and to examine whether the implementation of peer review improved students' writing skill.

B. Participants

When conducting research, a researcher requires data representing individuals or groups to strengthen the findings of this study. Thus, the researcher needs to decide on which population is selected to collect the correct data. Creswells (2008) stated that a population is a group of individuals with the same characteristic. To gather the data for this study the researcher chose the population of English Department students of UIN Ar-Raniry. In this study, the researcher

took students of batch 2016 at the fifth semester in which they took an academic writing course.

After deciding on the population, the sample was selected. Sample is people that represent the population (Borg, Joyce, & Meredith, 1993). In this study, the researcher used purposive sampling. Black (2010) stated purposive sampling is a non-probability sampling method and it occurs when elements selected for the sample are chosen by the judgment of the researcher. So, purposive sampling is a part of the sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study. The researcher chose purposive sampling because purposive sampling is more appropriate to be used in this study, where this study employed specific criteria for the sampling that is in accordance with the research objectives. It is expected that those participants, as the sample of this research can give more representative value.

The researcher chose all of students in unit six as the sample because typically peer review was implemented to students who have taken an academic writing course for assessing their writing task.

C. Technique of Data Collection

1. Documentation

This research used documentation to gain the data needed. Documentation is every written material that is not prepared because of request of researcher. Bryman (2001) defined documentation is something that we can read and which is

related to some aspects of social world, documentary work involves reading lots of written materials. There are three primary types of documents: public record, personal documents, and physical evidence (O'Leary, 2014). Based on explanation above, document in this research was the students' written worksheet, before and after being implemented of peer review in academic writing. It aims to see the improvement of students' writing skill and to investigate the influence of applying peer review in academic writing class.

2. Interview

The second technique of data collection was interview. Esterberg (2002) stated interview is used to obtain the information and ideas through question and answer between two persons, with the intention of constructing meaning in a particular topic. Interview is a conversation for gathering information. Interview provides the researcher a deeper understanding of how the participant interprets a situation or phenomenon.

According to Esterberg (2002), there are three types of interview, structured interview, semi-structure interview, and unstructured interview. In this study, semi-structure interview was chosen as an interview method. Mathers, Fox, and Hunn (1998) stated semi-structure interview involved the open-ended question about the particular topic in which the researcher wants to cover. Semi-structure interview is a conversation in which the interviewer does not strictly follow a formalized list of question. The aim of researcher choosing this type of interview is to find out the problem widely open, where the participants are asked about their opinions on the influence of peer review in improving their writing skill.

From the documentation, the researcher chose five students to interview. They considered having any improvement in their writing skill. The researcher did several steps as follows to collect the data. The researcher posed the question and recorded the answer by phone or tape recorder, then the researcher wrote some clues from the interview on the paper.

D. Method of Data Analysis

1. Document Analysis

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). So, document analysis is systematic procedure for reviewing or evaluating documents, both printed and electronic materials. Bowen (2009) stated that analyzing documents incorporates coding content into themes similar to how focus group or interview transcripts are analyzed.

In order to analyze the data, document analysis was used to analyze students' work papers. It aims to explore and describe the specific documents that were written by the students. It means the whole students' worksheet were analyzed, then those worksheets were described vividly. However, the result of document analysis would be presented explicitly by researcher.

2. Interview

In analyzing the data, the researcher adopted a framework developed by Miles and Huberman (1994). According to Miles and Huberman (1994), there are three steps or stages in qualitative data analysis:

- a. Data Reduction – Data reduction is a process or reducing the data occurring repeatedly. Reducing means summarizing or the researcher selecting and focusing on the important thing. The data reduced in this study were found in transcript interview. The data reduced were data which were not related to the topic of this study.
- b. Data Display – Data display is the process of displaying data in the form of table and essay. It aims to get understanding more detail about the data. In this study, the researcher used essay in displaying the data, because it is most common data display in qualitative research.
- c. Conclusion Drawing / Verification - The last procedure was conclusion drawing or verification. In this step, the conclusion is analyzed continuously and verified the validity to get the conclusion about the influence of peer review to improve students writing skill.



CHAPTER IV

DATA FINDING AND DISCUSSION

A. Data Finding

To gain an understanding of the real experience of succesful implementation of peer review in academic writing class; document analysis and semi structured-interview were conducted. The finding of this research are provided below :

1. Document Analysis

Based on the study that was conducted at UIN Ar-Raniry in English Department, the researcher found some factual conditions about the students' writing skill in academic writing. In this case, the researcher focused on students' skill in writing essay, especially their critical thinking toward a topic.. Rubric scoring from NCTE (2013) was used as standard in order to give more information about this data, the researcher showed the rubric scoring and variuos value of each students' skill in writing essay in the table below.

Table 1.1: rubric scoring

Traits	4 = Very good	3 = Good	2 = Fair	1 = Poor
Focus & details	There is one clear, well focused topic. Main ideas are clear and are well supported by detailed and accurate information	There is one clear, well focused topic. Main ideas are clear but are not well supported by detailed information.	There is one topic. Main ideas are somewhat clear.	The topic and main ideas are not clear.
Organization	The introduction is inviting, states the main topic, and	The introduction states the main topic and provides	The introduction states the main topic. A conclusion is	There is no clear introduction, structure, or conclusion.

	provides an overvoew of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	an overview of the paper. A conclusion is included.	included	
Voice	The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited.	The author's purpose of writing is unclear.
Word choice	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	The author uses words that communicate clearly, but the writing lacks of variety.	The writer uses a limited vocabulary. Jargon or cliches may be present and detract from the meaning
Sentence structure, grammar, mechanics, & spelling	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar,	Most sentences are well constructed and have varied structure and length. The author makes a few errors in	Most sentences are wel constructed, but they have a similar structure and/or length. The author makes several	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous

	mechanics, and/or spelling.	grammar, mechanics, and/or spelling, but they do not interfere with understanding.	errors in grammar, mechanics, and/or spelling that interfere with understanding.	errors in grammar, mechanics, and/or spelling that interfere with understanding.
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Table 1.2: the value of each students' writing skill before applying peer review

Students' Initial Name	Focus& details	Organization	Voice	Word choice	Sentence structure, grammar, mechanics, & spelling
KN	Poor	Poor	Poor	Fair	Fair
HR	Poor	Poor	Poor	Fair	Poor
CYP	Poor	Poor	Poor	Fair	Fair
MJ	Poor	Poor	Poor	Fair	Good
PP	Poor	Poor	Poor	Fair	Fair
DLF	Good	Good	Fair	Fair	Fair
MW	Fair	Poor	Fair	Fair	Poor
YIF	Poor	Poor	Poor	Fair	Good
OS	Good	Fair	Fair	Fair	Fair
TS	Fair	Poor	Fair	Fair	Poor
RR	Poor	Poor	Poor	Fair	Poor
KA	Poor	Poor	Poor	Fair	Fair
DH	Poor	Poor	Poor	Fair	Poor
CFA	Poor	Poor	Poor	Fair	Fair

UW	Poor	Poor	Poor	Fair	Poor
RF	Fair	Poor	Poor	Fair	Fair

From the table above, it showed that there were only two students who are closely to be qualified. Their essays were not improved for all criteria, but at least their writing were good. It was one clear, well focused topic and the main ideas were clear but not well supported by detail information. The introduction stated the main topic and provided an overview of the paper. But the conclusion was included. The author's purpose of writing was somewhat clear, and there was evidence of attention to audience. The author's knowledge or experience with the topic was limited. The author used words that communicated clearly, but the writing had lack of variety in words used. Most sentences were well constructed, but they had a similar structure or length. The author made several errors in grammar, mechanism, and spelling that interfered understanding. In short, it can be concluded that they were good in writing essay, but not master it.

The rests, which were classified into far from qualify. Their essay were less all of the criteria. The topic and main ideas of essay were not clear. There was no clear introduction, structure, or conclusion. The author's purpose of writing was unclear and the author used words that communicated clearly, but the writing had lack of variety in words used. Most sentences were well constructed, but they had a similar structure or length. The author made several errors in grammar, mechanism, and spelling interfering understanding. From these passages indicate

that the writers of essay did not understand and master the way of making a good essay.

From the explanation above, it can be concluded that all of students did not master the way making a good essay. Students did not know the main ideas, topic, and the purpose of their writing. Students used monotonous words in writing.

In this section, the researcher will describe the research finding that used peer review as an assessment. To give more information about this data, the researcher showed various value of each students' writing skill in table below:

Table 1.3 students' value after applying peer review

Students' Initial Name	Focus & details	Organization	Voice	Word choice	Sentence structure, grammar, mechanics, & spelling
KN	Very good	Very good	Very good	Very good	Good
HR	Very good	Very good	Very good	Very good	Fair
CY	Fair	Poor	Fair	Fair	Good
MJ	Poor	Poor	Poor	Fair	Good
PP	Poor	Poor	Poor	Fair	Good
DLF	Very good	Very good	Very good	Very good	Good
MW	Fair	Poor	Fair	Fair	Fair
YIF	Poor	Poor	Poor	Fair	Good
OS	Very good	Very good	Very good	Very good	Good
TR	Very good	Very good	Very good	Very good	Good
RR	Very good	Very good	Very good	Very good	Fair
KA	Fair	Fair	Fair	Fair	Fair

DH	Poor	Poor	Poor	Fair	Poor
CFA	Fair	Poor	Fair	Fair	Fair
UW	Fair	Fair	Fair	Fair	Poor
RF	Good	Fair	Fair	Fair	Fair

From the table above, it showed that there were six students who have significant improvement on their writing skill. It can be said that six students have mastered the right way to write an essay in academic writing. Their writing essays were clear, well focused topic, main ideas were clear, well supported by detailed and accurate information. The introduction was inviting, stated the main topic, and provided an overview of the paper. Information was relevant and presented in a logical order and the conclusion was strong. The author's purpose of writing was very clear, and there was strong evidence of attention to audience and the author's extensive knowledge or experience with the topic was evident. The author used vivid words and phrases. The choice and placement of words seem accurate, natural, and not forced. Most sentences were well constructed and had varied structure and length. The author made a few errors in grammar, mechanism, and spelling, but they did not interfere with understanding. From the explanation above it can be concluded that they had understood and mastered the way of making a good writing.

There were six students who were closely to be qualified. There was a clear and well focused topic. Main ideas were clear but they were not well supported by detailed information. The introduction stated the main topic, but the conclusion

was included. The author's purpose of writing was somewhat clear, and there was evidence of attention to audience. The author's knowledge or experience with the topic were limited. The author used words that communicated clearly, but the writing had lack of variety in words used. Most sentences were well constructed, but they had a similar structure or length. The author made several errors in grammar, mechanism, and spelling that interfered understanding. In a short, it can be concluded that they were not good in writing.

The rests were not classified into good quality. Their essays were less than all the criteria. The topic and main ideas were not clear. There was no clear introduction, structure, or conclusion. The author's purpose of writing was unclear. The author used words that communicated clearly, but the writing had lack of variety in words used. Most sentences were well constructed and had varied structure and length. The author made a few errors in grammar, mechanism, and spelling, but they did not interfere with understanding. From these passages, it can be assumed that the writers did not understand and master the way of making a good essay.

2. Interview Finding

Based on the interview, the researcher found that five students who were interviewed gave a positive responses about the implementation of peer review in academic writing class. It is explained below:

a. The important of peer review in academic writing class.

According to all respondents in this research, they had similar perception toward using peer review in academic writing class. The researcher found that all respondents indicate that applying peer review in academic writing class is necessary. RR said that peer review must be implemented, because it can help students to train their skill in assessment.

Similarly, OS said that:

“ I think that peer review is needed to implement in the class, because as the students, we know that we always make many mistakes. I guess that it would be easiers by asking to our friends, we can get any help eventhough not much.”

In line with another repondent, DLF said that peer review should be implemented, because it can help students to improve their writing skill.

b. The benefit of peer review to students’ writing skill.

All of students said that peer review had many benefits on developing their writing skill, because it can influence and improve their writing skill. TR said that during the implementation of peer review, she was aware of grammar errors, such as misplaced articles or other minor errors. The other respondents, HR said that peer review had a good influence on his writing skill, because his writing skill had been improved. In line with another respondent, DLF also gave the same opinion, she said that:

“of course it has a good influence for my writing skill. If we got the review from our friends, we knew our mistakes that we sometimes do not realize.”

Another respondent, OS also had the same opinion, she said that:

“peer review had improved her writing skill by learning the way how to write academically and avoid grammar errors.”

c. The affective of peer review in academic writing class

All participants agreed that peer review was less effective, because of differences in students' ability so that they needed a review from the teacher as well. As DLF argued that she needed her teacher's feedback as well, because sometimes feedback or review from her friend was not valid because of limited ability of this peer.

Similarly, TR argued that:

“ I think that getting feedback or review from our friends is not enough. We also need some feedbacks from our teachers as well, because we need more information.”

Another participant, HR said that:

“ In my opinion, we need feedback from both of them, because the review given by the students is not accurate enough. So the teacher should give double checking on students' peer review to make sure if our friend reviews are correct.”

B. Discussion

This section presents the discussion based on the findings of the study. This discussion is concerned with the influence of peer review in improving students' writing skill.

1. Document Analysis

Based on the document analysis, most of students felt that they had improvement in their writing skills by using peer review, especially in their critical thinking. First, before applying peer review, it was just two students who understood how to write academically and well in writing. Then students used their critical thinking skill well to the topic being discussed. It can be seen from their essays, they explain the information in detailed and clearly. So the information delivered by the writers can be received well by the readers, even though their grammar ability were fair. It means that they made several grammatical errors and wrong spelling in their writing.

The rest, there were fourteen students who were not good in writing. It can be seen from their essays that they do not know how to write academically and they did not use their critical thinking abilities properly. For example, they write an essay out of the context or not in accordance with the topic of discussion or main idea. In the introduction, they did not provide an overview of the paper. The relation between sentence to sentence was not coherent and not explained in details. Then the purpose of writing was unclear, it means that the information that students want to deliver was not well received by the readers. Because the

writers or students made an unorganized sentence and gave inappropriate information.

In addition, students made a lot of grammatical errors when writing an essay. Second, after implementing peer review the researcher found that most of students felt any improvement in their writing skill, because they finally know how to write academically and used their critical thinking skill properly. It can be seen from the way they make a coherent correlation between words. Then the readers received the information well delivered by writers or students even though their grammar abilities were not increased significantly. It can be said that the students made fewer grammatical errors than before implementing peer review. According to Mashadi (2014), peer review can help the students improve their writing abilities. They improved in several aspects of writing such as content, organization, vocabulary, language use, and the mechanic.

On the contrary, there were few students who did not improve at all in writing. Their essays or their scores were same as before and after applying peer review. It means that they did not explain the information in detail and their essays were not consistent with the topic and main idea or out of the context, even though their abilities in grammar were good. It means that they made a few grammar errors and spelling.

Based on the information above, it can be stated that most of students felt any improvement on their writing skills, especially in their critical thinking and there were only few students who did not improve at all in their writing skills.

2. Interview

Talking about peer review, the first problem is students feel afraid of being assessed by friends and assessing friends work. Some students were not confident with their abilities, because they believed that they had poor ability in writing and students felt ashamed when they were being assessed by their friends who clever than them and students were being afraid of assessing their friends work who were clever than them. Then the students did not believe the review given by their friends because their friends had lower ability than them. According to Harmer (2002), students feel stressed to carry out the assessment and students will have a tendency toward other students who have the same level. It can be assumed that this problem can be the personal relationship between who assessed and being assessed which can influence the score.

In addition, based on the interview, all students interviewed agreed with the application of peer review used in academic writing. Using peer review is helpful for teaching learning process. Haines (2004) states that peer review is increasingly involved in providing opportunities for students to gain feedback on their work from sources not only in classroom but also outside classroom. Based on the interview, five students said that they agreed if this assessment or review is used in academic writing class, because it can help students to train their skill in assessment. Then they said that it can improve their writing skill. It can be seen from their essay after implementing peer review, for the first time they did not know how to write academically and make a lot of grammatical errors. After implementing peer review, most students felt that their writing skill were

increasing gradually, because they knew how to write correctly in academic writing and realized the grammar error that they made on writing, such as forgetting to add some articles and making few errors spelling. In addition, they argued that peer review can make them realize some minor mistake of their writing, such as misplace an article. As Mashadi (2014) stated that peer review help students to make their draft better and students could learn from the feedback as well.

This assessment also has a lot of advantages. Students can develop their judgment skill, it can train students' honesty and it can boost students' involvement and responsibility in teaching learning process. From the interview, the researcher found that the students could get the advantages from peer review. For examples, students will be more aware of grammar errors or errors in spelling. Then students realize that their minor errors, such as typo in writing.

However, peer review also had disadvantages. The students' ability also influenced the score given. It is because sometimes students who are being assessed are smarter than student who assessed. It means that they did not know the right way in assessing their freind works, because of limited ability. In other words, they assumed that they did not have quality to corect or assess their friends' work. So, students correct their friends' work of any kind, even though the teacher or lecturer gave a rubric scoring, but the students did not follow it. This happened because they did not understand about that rubric scoring.

Based on that fact it is found that some students' writing skill did not improve or their writing score was the same as before and after applying peer review. This happened because students who were being assessed believe that they are clever than their friends or they believe that they are good at writing than their friends. In other words, they did not believe in their friends' review who have poor ability in writing. Then students sometimes assessed their friends work subjectively. Sometimes students gave a good score for their close friends or students who were cleverer than them. It happened because students feel afraid if their corrections was wrong.

The results showed that the teacher did not follow the steps of implementation in during peer review in academic writing class. It can be seen from the students' responses who are not so sure with score given by their classmates. It means that the teacher did not explain clearly about the benefits of doing peer review, and did not provide guidelines of appropriate feedback. As Thokwane (2011) said that peer review is more effective when students are prepared for it and the teacher provided guidelines of appropriate feedback.

Moreover, peer review is not effective sometimes, because it still needs teacher's feedback as well. Students need teacher's feedback to make sure that the review given by their friends is true. The teacher should recheck or need to give the feedback on students' peer review because of the differences in abilities among students. Then students need teacher's feedback to make sure that score given by their friends is true and not carelessly in giving score. In addition, students need teacher's review as well because to make sure nothing is overlooked. So, this

needs to be done to make sure that score given by students to their friends is true and as we know that teacher has more knowledge and competent than their students.

From the explanation above, it can be concluded that peer review is helpful for the teaching learning process. This method can be used in academic writing class. Then the result of peer review must be incorporated by teacher's review to make the score to be more accurate. Nevertheless, students gave positive responses about the implementation of peer review. This can be seen from the responses of students during interview conducted and most students found their writing skills improving.



CHAPTER V

CONCLUSION AND RECOMENDATION

A. Conclusion

This study was aimed to find out how the implementation of peer review in academic writing class influenced and improved students' writing skill. According to the result of the previous chapter, some conclusions can be inferred of this research:

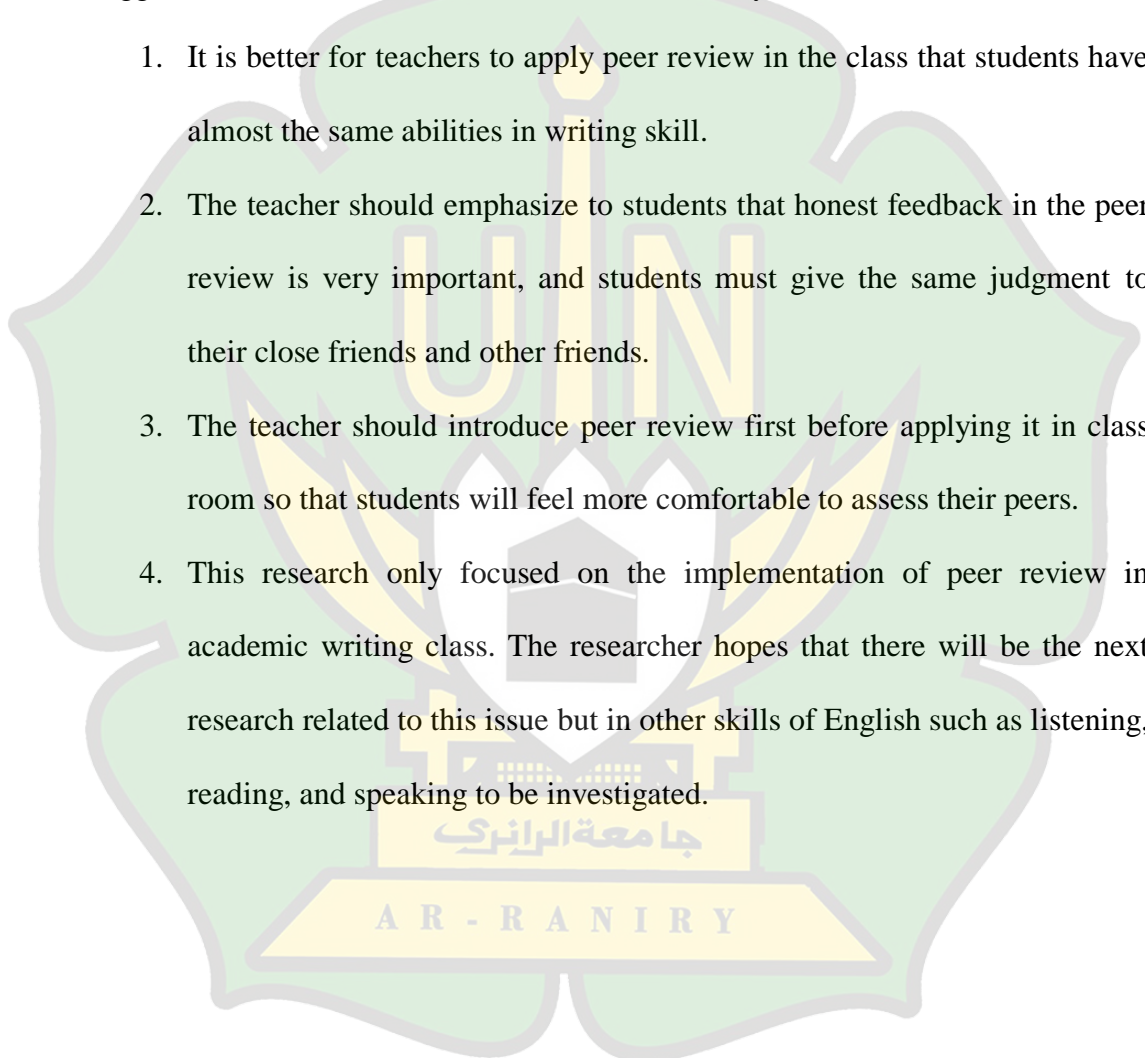
1. By implementing peer review, students knew their minor mistakes in writing that they sometimes did not realise. For example, typo in writing and wrong in placing be (is, am, are) in sentence. So, peer review had great effect on students' writing skill, especially in their critical thinking.
2. Students experienced an improvement in their writing skill. It can be seen from previous essays of students who have many mistakes in grammar. After applying peer review, students experienced significant increasing in their writing, grammar, and critical thinking skill.
3. Students gave positive responses to the implementation of peer review. It was because students believed that they had improved, both in terms of writing and grammar
4. Students' feedback is often influenced by the relationship among students and differences in ability, it makes the peer review less valid which caused some students did not get the improvement in their writing skills by using

peer review. Therefore, it still requires a review from the teacher as well as to validate the scoring provided by students.

B. Recommendation

After conducting this study, the writer would like to propose some suggestions for those who are interested in this study:

1. It is better for teachers to apply peer review in the class that students have almost the same abilities in writing skill.
2. The teacher should emphasize to students that honest feedback in the peer review is very important, and students must give the same judgment to their close friends and other friends.
3. The teacher should introduce peer review first before applying it in class room so that students will feel more comfortable to assess their peers.
4. This research only focused on the implementation of peer review in academic writing class. The researcher hopes that there will be the next research related to this issue but in other skills of English such as listening, reading, and speaking to be investigated.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-10377/UN.08/FTK/KP.07.6/10/2018
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 September 2018
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Menunjuk Saudara:
1. Dr. Muhammad AR, M.Ed
2. Yuliar Masna, S.Pd.I., M.TESOL
Untuk membimbing Skripsi :
Nama : Esi Fachria
NIM : 140203196
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **The Implementation of Peer Review in Academic Writing at UIN Ar-Raniry**
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2018;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2018/2019
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

AR - RANIRY

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Oktober 2018

An. Rektor
Dekan,



Muslim Razali



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-3975/Un.08/FTK.1/TL.00/03/2019
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

29 Maret 2019

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Esi Fachria
N I M : 140-203 196
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : X
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. Rukoh Utama Lr. KRH No. 16 B Kec. Syiah Kuala Ba

Untuk mengumpulkan data pada:

Mahasiswa Pendidikan Bahasa Inggris unit 06 Kelas Academic Writing

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Implementation of Peer Review in Academic Writing at UIN Ar - Raniry

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

M. Mustafa

Kode: 7084



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id.Website http://ar-raniry.ac.id

SURAT KETERANGAN

Nomor: B-202/Un.08/PBI/TL.00/06/2019

Sehubungan dengan surat Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-3975/Un.08/FTK.I/PP.00/03/2019 tanggal 29 Maret 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Esi Fachria
NIM : 140203196
Fak / Prodi : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

The Implementation of Peer Review in Academic Writing at UIN Ar-Raniry.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 17 Juni 2019

Ketua Prodi Pendidikan Bahasa Inggris,



T. Zulfikar

AR - RANIRY

Dresiska Latifu Faisal

160203162

Academic Writing

How to Teach Writing for Junior High Students using Krashen "i+1" Hypothesis

7 sentences
for paragraph
1
(not enough)

Krashen (2013) hypothesized that every student in a classroom has their own capacity of ability. They have ability to be delivered knowledge by teacher as their capacity. That means each student has a storage in them to receive knowledge. It is "i" in Krashen's "i+1" hypothesis. While "i+1" is the other knowledge teacher could give to students beyond their capacity. For instance, in teaching writing for Junior High students, some students may have high ability to write than others. However, it is not possible to students who has lower ability to be received same level of knowledge. By using Krashen "i+1" hypothesis, I personally have three steps to teach writing for Junior High students in the same level even there are some high and low ability to write; do free writing, "go for meaning" writing and acquire the structure.

4 sentences
for paragraph
more than
enough

First, give students space to do free writing. It can be about their activities in a week, experiences during holiday, etc. Let them feel enjoy and fun to write anything in their head. The thing is to make them love to write. Then, when they enjoy to write, go to the next level of "go for meaning" writing. Ask them to write for a meaning. For example, a descriptive text to describe a friend. Tell them that in the text they are not allowed to do free writing and having fun, but concern for the topic in the they will describe about. It will comprehend them slowly for sure. And as the result, acquired the structure of their writing. Call students one by one to submit their writing. Check it first, whether the structure is going right or not. If it is not, guide them to rewrite it by good structure. This last step make students understand that structure is important to them in writing. They must be feel that structure ease their writing process. That is all three steps I personally prefer to teach Junior High student in writing using Krashen's hypothesis.

1 sentence
conclusion
paragraph
not enough

In conclusion, Junior High students able to use "i+1" input for their writing skill process. No matter there are some students have high ability and some of them are not. All of students has same chance to receive same level of knowledge. Even each student has their own capacity as

defined in "i", as well as teacher give them the enjoyness of "i+1" in the beginning, students will slowly understand for the structure of writing and feel it necessary then apply it.

Reference :

Kaya, A. (1989). *Adapting krashen's five hypothesis for the teaching of English as a foreign language in turkey*. Bilkent University.

note :

- the Intro duction parts is really good , because it explain clearly about the point of what she want to say in paragraph 2 (do free writing and go for meaning)
- for paragraph 2 i think is also good because ~~of~~ After mention the points the writers also give the example to make reader more understand.



Dresiska Latifu Faisal

160203162

Academic Writing

How to Teach Writing for Junior High Students using Krashen “i+1” Hypothesis

Krashen (2013) hypothesized that every ^{student} students in a classroom has their own capacity of ability. They have ability to be delivered knowledge by teacher as their capacity. ^{It} That means ^{that} each students has a storage in them to receive knowledge. It is “i” in Krashen’s “i+1” hypothesis. ^{Meanwhile} While “+1” is the other knowledge teacher could give to students beyond their capacity. For instance, in teaching writing for Junior High students, some students may have high ability to write. The others may have not. It would not break them. Instead, it would challenge something new to them. However, it is not possible to students who ^{have} has lower ability to be received ^{the same} same level of knowledge. By using Krashen “i+1” hypothesis, I personally have three steps to teach writing for Junior High students in the same level even there are some high and low ability to write; do free writing, “go for meaning” writing and acquire the structure.

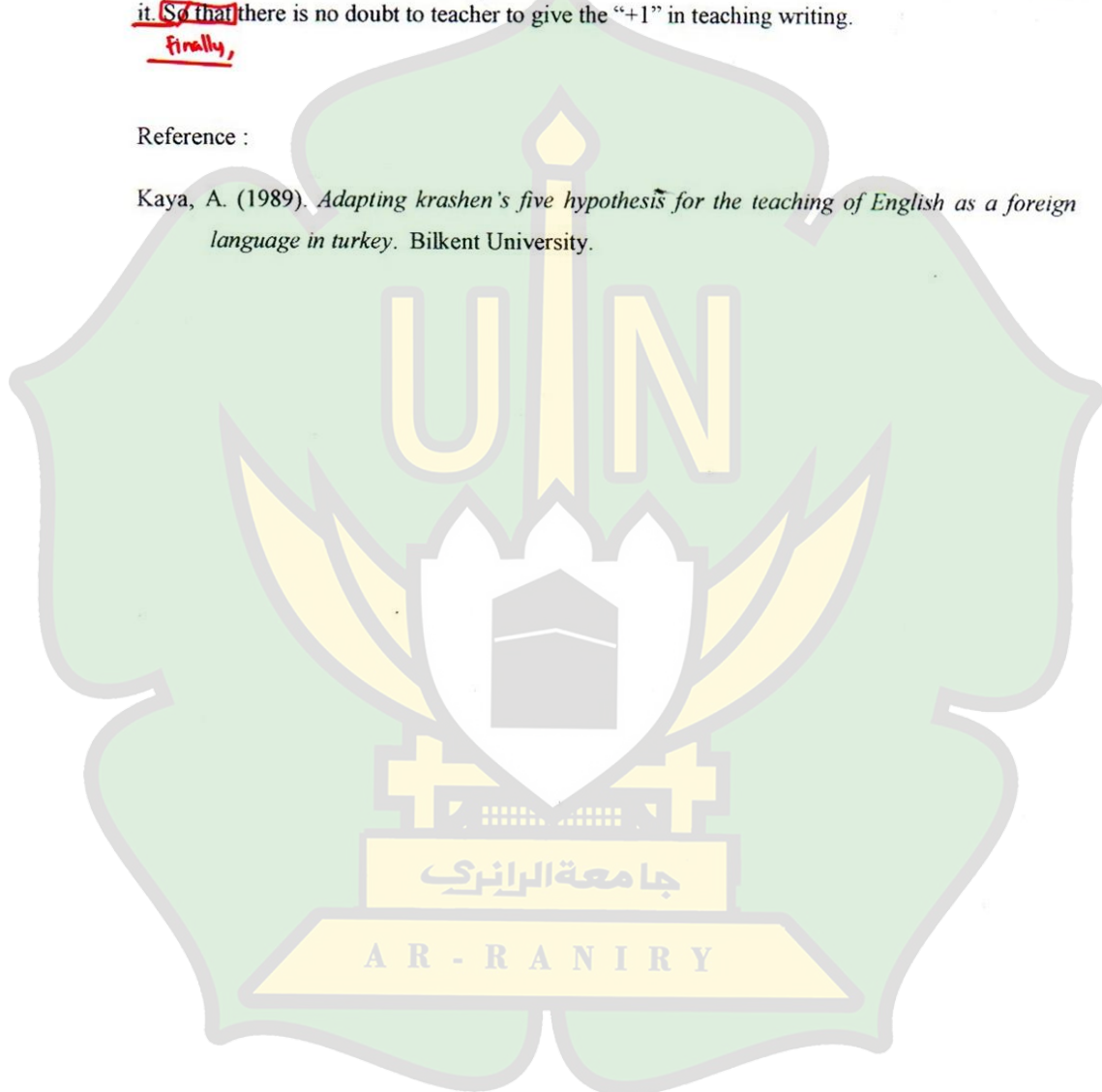
First, give students space to do free writing. ^{could} It can be about their activities in a week, experiences during holiday, etc. Let ^{them} they ⁺ feel enjoy and fun to write anything in their head. The thing is to make them love to write. Then, when they enjoy to write, go to the next level of “go for meaning” writing. Ask them to write for a meaning. For example, a descriptive text to describe a friend. Tell them that in the text they are not allowed to do free writing and having fun, but concern for the topic in ^{the text that they} the they will describe about. It will comprehend them slowly for sure. ⁺ And as the result, acquired the structure of their writing. Call students one by one to submit their writing. Check it first, whether the structure is going right or not. If it is not, guide them to rewrite it by good structure. This last step ^{makes} make students understand that structure is important to them in writing. They must ⁺ be feel that structure ease their writing process. ^{They are} That is all three steps I personally prefer to teach Junior High student in writing using Krashen’s hypothesis.

In conclusion, Junior High ^{are} students able to use “i+1” input for their writing skill process. The input increases their ability and open out their storage. No matter there are some students

have high ability and some of them ^{have not} ~~are not~~. Students should not be divided to be taught. All of students ^{have the} ~~has~~ same chance to receive same level of knowledge. They have the right ~~s~~ to it. Even each ^{have} ~~students has~~ their own capacity as defined in “i”, as well as teacher give them the enjoyness of “i+1” in the beginning, students will slowly understand for the structure of writing. I believe students feel it necessary then apply it for next stage of their writing ^{feel it necessary then apply} ~~it. So that~~ there is no doubt to teacher to give the “+1” in teaching writing.
Finally,

Reference :

Kaya, A. (1989). *Adapting krashen's five hypothesis for the teaching of English as a foreign language in turkey*. Bilkent University.



How Would You Teach Writing For Junior High School Students in Third Level by Using Comprehensible Input $i+1$

In teaching foreign language, there is a famous theory about it which was created by Stephen Krashen. In this theory, there are five hypotheses. But for this time, writer only focus on the input hypothesis. This hypothesis state that "The Input Hypothesis is only concerned with acquisition, not learning". In learning foreign language or second language, learners do not need to learn it, but Krashen suggests to acquire the language rather than learning the language. This input hypothesis believes that learning grammar or structure of the target language is not very essential. The point that this hypothesis wants to emphasize is about the understanding. When learners receive messages that they can understand, that means learners have acquired the language. The input hypothesis is formulated in $i+1$, where i represents the students level comprehension and plus 1 means one step from students level. Teacher may add a level from what students have understood. There is student-centered approach that teachers may use to teach writing for Junior High School Students in third Level. This approach is made based on the input hypothesis of Stephen Krashen.

Student-Centered approach, this approach is very suitable for teachers to teach writing skill for junior high school students in third level. In Input hypothesis, we know that students must be the center of the learning process. In teaching writing for third level students, teachers may ask students to write their activity in a book. By doing this, students become the center of learning process. As the first step, teachers ask students to write once in two days for first week. Later on, Teachers can ask students to write every day for one semester. This kind of activity is suitable for them. Writing daily book is not very difficult for third level students in junior high school. This activity is linear with the input hypothesis of Stephen Krashen. Where students ability i (writing only once in two days) and plus one (teachers command to write every day for one semester). I believe, writing daily book will not bring about depression or even death toward

junior high school students in third level. For the students, they do not only improve their writing skill, but also will enrich their vocabulary.

To sum up, using student-centered approach is one of the best way to teach third level students to write. The input hypothesis ^{focuses} is focus on student-centered approach where students will be more active than teacher. This approach is ^{relevant} relavan to Input Hypothesis by Stephen Krashen. Students will get another advantage such as enrich their vocabulary. In this time, I recommended teachers to use this approach and ^{ask} asking the third level students to write a daily book step by step. I am sure, in one semester, teachers will see good outcome from their students in writing skill. By wiritng a daily book, the input hypothesis can be implemented well. The learning process will run perfectly.



How Would You Teach Writing For Junior High School Students in Third Level by Using
Comprehensible Input $i+1$

In teaching foreign language, there is a famous theory about it which was created by Stephen Krashen. In this theory, there are five hypothesis. But for this time, writer only focus on the input hypothesis. This hypothesis state that "The Input Hypothesis is only concerned with acquisition, not learning". In learning foreign language or second language, learners do not need to learn it, but Krashen suggests to acquire the language rather than learning the language. This input hypothesis believes that learning grammar or structure of the target language is not very essential. The point that this hypothesis want to emphasize is about the understanding. When learners receive messages that they can understand, that means learners have acquired the language. The input hypothesis is formulated in $i+1$, where i represents the students level comprehension. Plus 1 means one step from students level. Teacher may add a level from what students have understood. There is a approach that teachers may use to teach writing for Junior High School Students in third Level by using this approach.

11 sentence
but some
sentences
very short

First, student-centered approaching. This approach is very suit for teachers to teach writing skill for junior high school students in third level. In Input hypothesis, we know that students must be the center of the learning process. In teaching writing for third level students, teachers may ask students to write a diary book in English. This kind of activity is suit for them. Writing diary book is not very difficult for third level students in junior high school. The teachers may ask the students to write it for one semester. I believe this activity will not make students under the pressure. This activity is appropriate with the input hypothesis of Stephen Krashen. Where students ability plus 1 will improve students in this level writing skill. Writing in diary book for one semester (six months) will not bring about death toward the students.

11 sentence

- First Paragraph : Introduction the Comprehensible Input $i+1$
- Second paragraph: the writer stated her idea in apply the input $i+1$ in class room
- The Conclusion based on the theory.

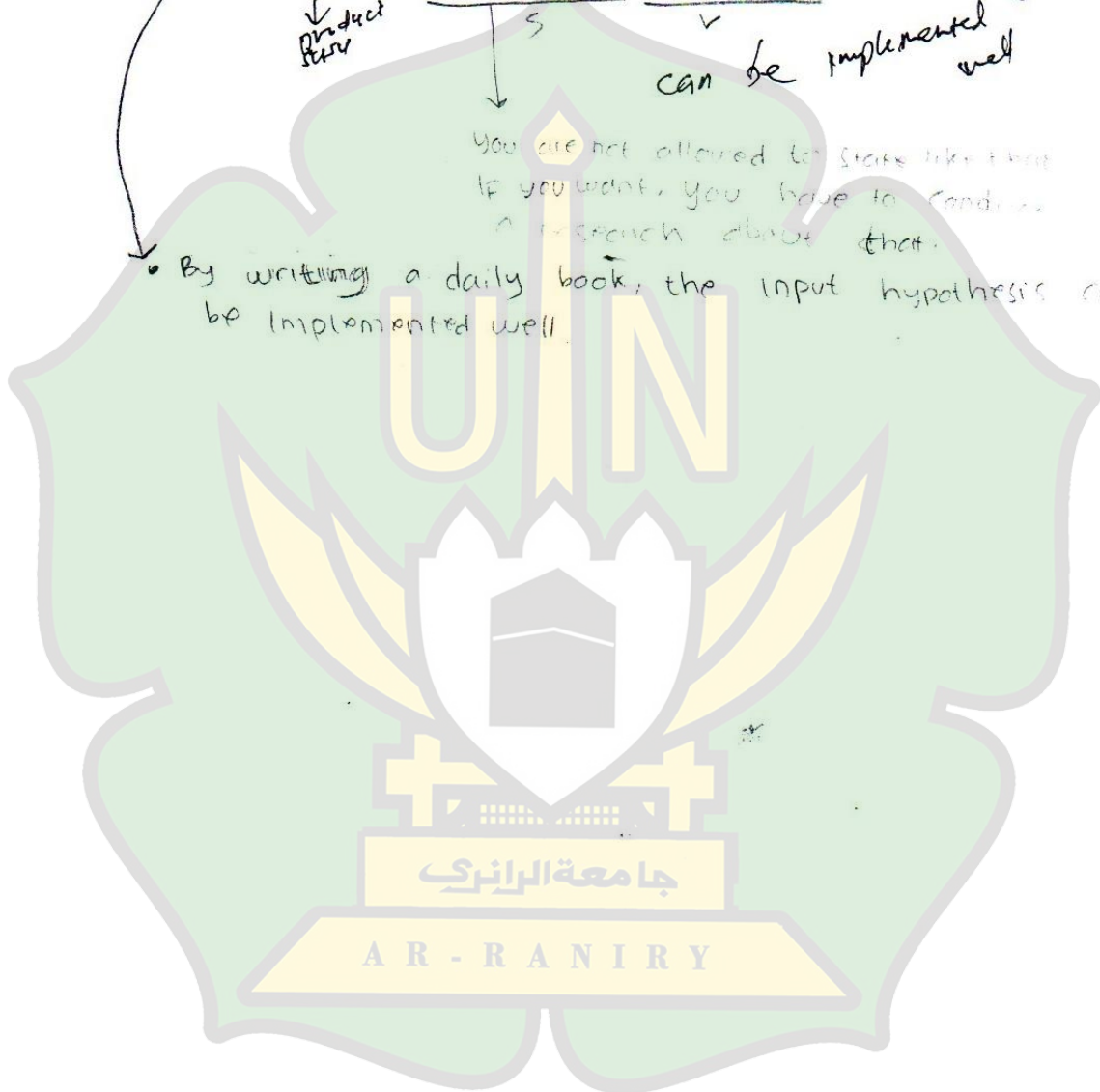
To sum up, using student centered approach ^S [✓] is one of the best way to teach third level students to write. The input hypothesis ^S [✓] is focus on student-centered approach. In this time, I recommended ^S [✓] teachers to use this approach and asking the third level students to write a dairy book. I believe ^S [✓], in one semester teachers will see good results from their students in writing skill. By writing a dairy book, the input hypothesis had implemented well. ^S [✓] ^{5 sentence}

↓
Product
Review

can be implemented well

You are not allowed to state like that
If you want, you have to conduct
a research about that.

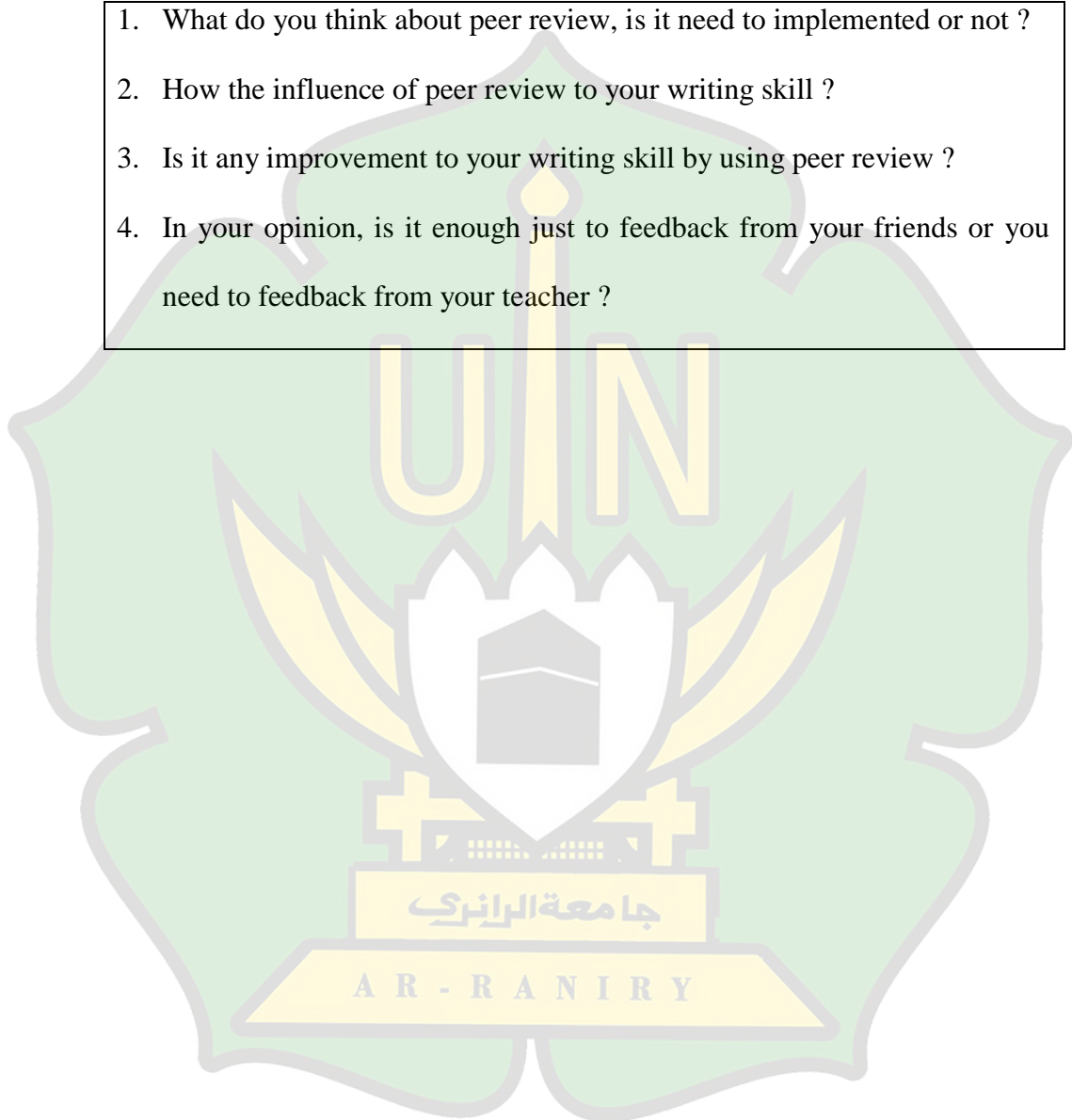
- By writing a dairy book, the input hypothesis can be implemented well.



Appendix E

List of Interview Question

1. What do you think about peer review, is it need to implemented or not ?
2. How the influence of peer review to your writing skill ?
3. Is it any improvement to your writing skill by using peer review ?
4. In your opinion, is it enough just to feedback from your friends or you need to feedback from your teacher ?



Appendix F : Interview Transcribed

I : Interviewer

P : Participant

Participant 1

I: What do you think about peer review, is it need to implemented or not?

P: I think it depend on the student itself, some students might feel good and some of them maybe not. I mean jadi kan kadang-kadang siswa yang merasa jika peer review itu tugas kita diperiksa oleh kawan, jadi kadang siswa itu merasa malu diperiksa oleh kawannya sendiri, karena perbedaan kemampuan antara siswa. “Misalnya ; ah masa aku diperiksa oleh kawan yang mempunyai kemampuan grammar yang lebih rendah daripada aku.”

I: How the influence of peer review to your writing skill ?

P: kalo saya pribadi sih, bagus ya peer review itu. Karena jujur ya saya lebih nyaman di periksa oleh kawan sendiri dari pada oleh guru, karena teman lebih tau kita daripada guru. Jadi jika diperiksa oleh kawan saya merasa ada peningkatan. Dan jika pun tidak mengerti sesuatu saya lebih nyaman menanyakan kepada teman dari pada kepada guru, karena merasa takut salah.

I: Is it any improvement to your writing skill by using peer review ?

P: kalo dibilang improve mungkin ada ya, terutama dibagian grammar. Misalnya ketika kita ingin menyebutkan seseorang tapi kita tidak pakai nama nya tapi

kita bisa tulis s/he, saya juga tahu hal itu dari teman. Memang ada guru mengajarkan hal itu tapi gimana ya gak nyampe lah ke otak saya.

I: In your opinion, is it enough just to feedback from your friends or you need to feedback from your teacher ?

P: menurut saya harus ada juga dari keduanya. Karena tidak cukup juga hanya dari teman, karena teman bisa saja salah. Cuman lebih enak aja dengar nya dari teman, karena bahas teman lebih mudah dicerna. Tapi mereka kan juga ada kekurangan pasti lah kita perlu feedback dari guru, supaya kita bisa membandingkan

Participant 2

I: What do you think about peer review, is it need to implemented or not?

P: I think about peer review is should be implemented, because while we implement peer review in our daily writing skill. it's important, because, karena kalau misalnya jika orang tersebut mengkoreksi writing skill kita, jadi writing skill kita menjadi semakin hari semakin bagus.

I: How the influence of peer review to your writing skill ?

P: yes, of course it influence using peer review to my writing skill, because semakin, jika kita dapat review dari orang, even itu kita tidak tahu apa yang kita tulis itu ada silly mistake, jadi dengan peer review kita sadar bahwa itu mistake. Karena silly mistake is a mistake.

I: Is it any improvement to your writing skill by using peer review ?

P: the improvement of the using peer review to my writing skill is significant, because semakin orang mengkoreksi kita kita akan semakin bagus writing skill kita. Jika di bantu oleh kawan maka kita tahu kesalahan kita dan kita tidak akan mengulangi kesalahan yang sama.

I: In your opinion, is it enough just to feedback from your friends or you need to feedback from your teacher ?

P: yes of course, I need my teacher feedback also. Because terkadang koreksi dari kawan itu tidak semuanya benar, karena keterbatasan kemampuan ketika kawan bilang “ini tidak salah, ini betul. Bisa jadi guru waktu meriview kita atau waktu mengkoreksi itu dia bilang ini kurang tepat. Jadi kita juga harus atau butuh review dari guru.

Participant 3

I: What do you think about peer review, is it need to implemented or not?

P: I think it's need to implemented, because as a students we make so many mistake. So by ask our friend it can, kita dapat bantuan walaupun itu kecil. Jadi sebagai manusia kita bisa lepas dari kesalahan dan dengan menanyakan kepada kawan itu I think is good.

I: How the influence of peer review to your writing skill ?

P: I think peer review give a good influence in my writing skill atau mempengaruhi skill menulis saya. Karena kesilapan-kesilapan yang ada misalnya seperti penggunaan article nya atau grammar nya yang salah, jadi walaupun itu

kesalahan sekecil apapun. Yah we know that a silly mistake is a mistake. Atau mungkin kita silap atau apa, kesalahan kita bisa diperbaiki oleh kawan. Karena kita tidak bisa melihat kesalahan kita sendiri.

I: Is it any improvement to your writing skill by using peer review ?

P: I think peer review give a significant improvement in my writing skill. because me myself not good in grammar, so when I ask my friend to correct writing, jadi bagi mereka yang mempunyai skill grammar yang bagus, jadi bisa memperbaiki. Jadi dengan begitu skill saya juga diperbaiki, jadi bisa belajar bareng.

I: In your opinion, is it enough just to feedback from your friends or you need to feedback from your teacher ?

P: it's not enough, I need to, we need some feedback from our teacher, because yah karena memang kita butuh yang lebih. Karena kita ya nama nya juga sesama kawan jadi kita masih belajar dan kita butuh belajar lagi dari yang lebih bisa gitu. Jadi it's need feedback from teacher.

Participant 4

I: What do you think about peer review, is it need to implemented or not?

P: I not highly recommended this kind of activity, because you know, when you write something academically, you need someone higher than you to correct your writing. For example our lecturer, because they can really help you I think.

I: How the influence of peer review to your writing skill ?

P: It's not really improvement, because the friend who correct my writing has the same ability like me which is don't improve my writing skill.

I: Is it any improvement to your writing skill by using peer review ?

P: My writing skill is improve, but little bit. For example, I know the way how to write academicly. I need to put a or an or something like that.

I: In your opinion, is it enough just to feedback from your friends or you need to feedback from your teacher ?

P: of course I need my teacher feedback too, because only my teacher know the way how to write academicly, how to write correctly the good of vocabulary choice.

Participant 5

I: What do you think about peer review, is it need to implemented or not?

P: Kalau menurut saya perlu, karena siswa atau mahasiswa mampu menganalisis punya orang. Jadi ketika menjadi guru kemampuan menganalisisnya meningkat.

I: How the influence of peer review to your writing skill ?

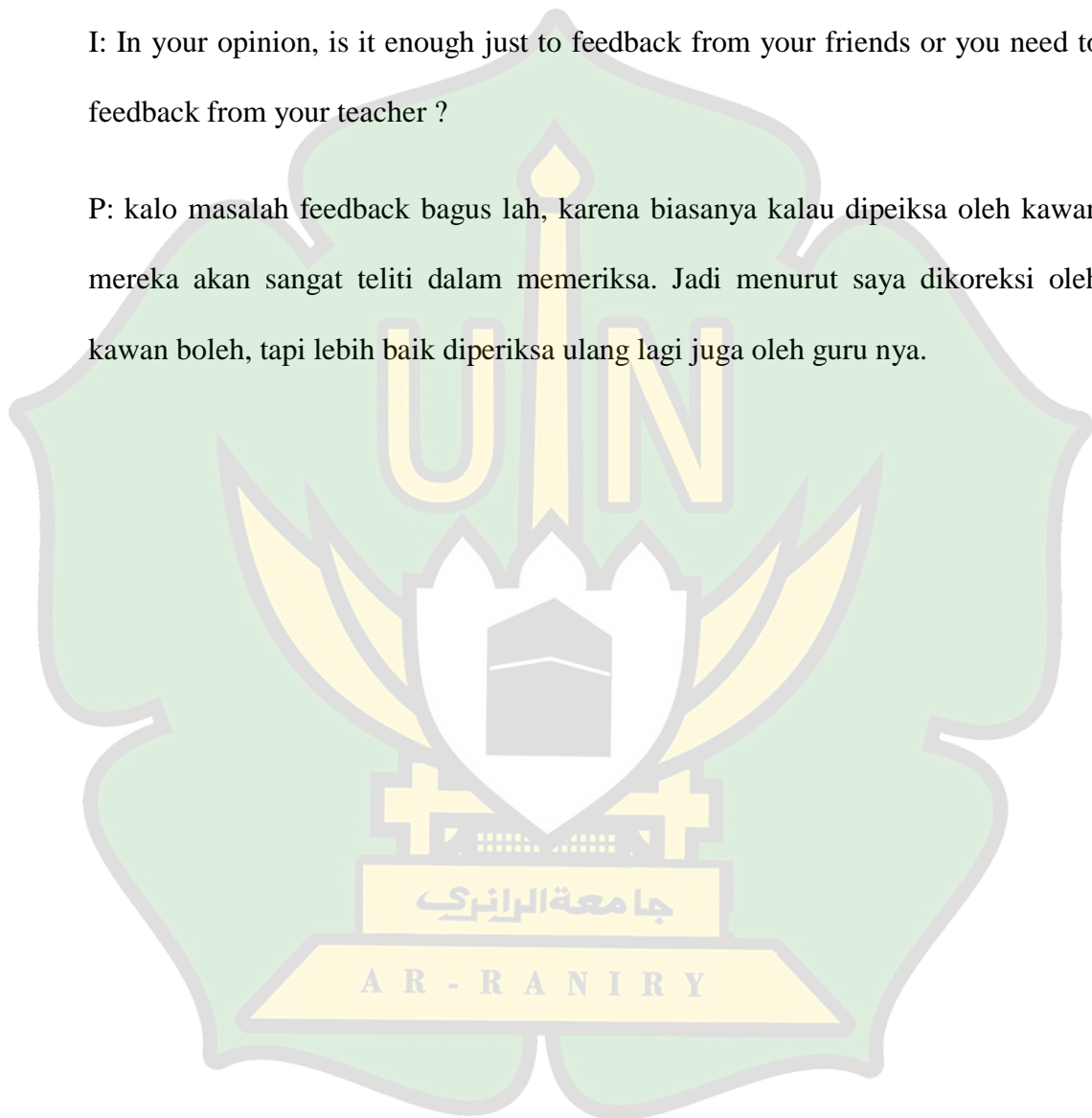
P: influence nya di writing skill, saya merasa kosa kata saya meningkat, kemudian dari cara menulis meningkat. Biasanya jika menulis saya hanya bisa menulis 200 kata, sekarang saya bisa menulis 500 kata. Kalau dari segi grammar agak kurang meningkat, karena kawan agak tidak pintar di grammar.

I: Is it any improvement to your writing skill by using peer review ?

P: yah sangat meningkat tajam, karena jika diperiksa oleh kawan lebih merasa puaslah, walaupun apapun komentarnya. Walaupun begitu kita juga tidak bisa langsung mempercayai semua feedback dari kawan.

I: In your opinion, is it enough just to feedback from your friends or you need to feedback from your teacher ?

P: kalo masalah feedback bagus lah, karena biasanya kalau dicek oleh kawan mereka akan sangat teliti dalam memeriksa. Jadi menurut saya dikoreksi oleh kawan boleh, tapi lebih baik diperiksa ulang lagi juga oleh guru nya.



AUTOBIOGRAPHY

Full name : Esi Fachria
Place/Date of Birth : Krueng kluet, 20 September 1996
Sex : Female
Religion : Islam
Nationality/Ethnicity : Indonesian/Acehnese
Marital Statue : Single
Occupation : Student
Address : Jln. rukoh utama Lr. KRH no. 16 B, Kec. Syiah kuala
Banda Aceh

Parents

a. Father
Name : Jamaluddin
Occupation : PNS
a. Mother
Name : Salminawati
Occupation : IRT
Address : Kampung Tinggi, Kec. Kluet Utara Kab. Aceh Selatan

Aducation Backround

- a. MIN Krueng Kluet
- b. SMPN 1 Kluet Utara
- c. MAN Kluet Utara
- d. UIN Ar-Raniry Banda Aceh

Banda Aceh, April 14th, 2019

Esi Fachria