

## PEER REVIEW ACTIVITY IN ENHANCING THE QUALITY OF LEARNERS' WRITING SKILL: LIBRARY RESEARCH

**Futwi Larasati**

Universitas Negeri Yogyakarta  
Futwilarasati.2022@student.uny.ac.id

### **Abstract**

Writing is an important skill to learn because it allows people to convey information through written composition. However, it is a difficult learning skill, as it requires stimulating thinking and forces learners to organize their ideas. From that, this paper aims to explain the need of peer review to enhance the quality of writing. Based on the library research that the researcher used, it showed that some components of writing that should be reviewed are included content, organization, vocabulary, language use, and mechanics. Besides, the rubric also can be used by the reviewer to make it easier. It should include the title and author of the draft, a summary of the main ideas, what the reviewer learned from the draft, the draft's strengths, how clear the argument is written, how well the draft is organized and structured, and whether the author provided evidence to claims. The other important details are the problems faced by learners in writing including internal and external problems that can be reduced by doing the review. In conclusion, a peer review is a great approach related to the writing skills. It is widely regarded as a great theoretical and practical way to improve learners' quality in writing.

**Keywords:** *Peer review, writing, quality*

### **Introduction**

Writing is an important skill to learn a foreign language including English. It is because this skill allows people to convey information through written composition (Damanik, 2022). Besides, it is also needed in almost all matters included in the academic field. Moreover, this skill represents the process of learning, discovering, developing, and improving language skills (Astuti et al., 2020). Therefore, it is able to foster creativity, imagination, and understanding that involves the brain. However, to organize ideas for writing, writers must be imaginative and creative in putting their thoughts into words. As a result, writing skill is a crucial skill in communication in today's globalized world.

The skill of writing has become a challenge to master. This is in line with Sukandi & Syafar (2018) who stated that writing is considered a difficult learning skill in an EFL context such as in Indonesia. The reason is that writing requires stimulating thinking, and force students to organize their ideas, develop their abilities, and criticize their thought (Maghsoudi & Haririan 2013, p.60). According to Rachmawati et al. (2017), this skill is quite hard since it just includes not grammatical and rhetorical parts, but also conceptual and judgment elements. Thus, people who do not know how to communicate themselves in writing will struggle to learners encounter many challenges of it.

In some studies, peer review refers to the activity to review the others' works. In learning, this kind of review is used as a solution in this study to help the students. Align with that, Nicahati (2022) stated that peer review is important for the continuous development of learners. Furthermore, as we know that peer review is an activity in which students solicit feedback from their peers (Fatimah & Suharto, 2017), it occurs when an environment reacts to an action or behavior to. Additionally, peer review or feedback might motivate students to collaborate and participate actively in the learning process (Bradley & Thousny, 2017). The learners will do the exchange of work that will help them to learn more effectively.

Based on the previous study, there is still not much research that discusses the details of why peer review is needed in writing skills. It can be used as a gap. Also, the use of study in a library can be novelty or novelty which will enrich the discussion of this paper. This happened because on average other papers used empirical research. From that, this paper is expected to

be able to provide views from various sides regarding peer review activity in enhancing the quality of learners' writing skill.

## Method

The research design for this study, which took a qualitative approach, was library research. Sugiyono (2016) defines library research as research that draws on written material such journal articles, books, notebooks, or summaries of previous study findings. The overall structural elements of the investigation were explained using this research design (Perry, 2008). It also sought to provide comprehensive answers to numerous queries on the subject of the study. The data were obtained using this library research design, to put it briefly (Zeid, 2004). Additionally, the qualitative approach was adopted since researchers examine objects from their everyday surroundings and consider implications when understanding phenomena (Creswell, 2007). Additionally, after gathering the information, researchers tried to comprehend and interpret it.

There are two approaches to data analysis:

- a. Descriptive methods are ways to describe and analyse already-formed and evolving beliefs, continuing procedures, results, or effects, or emerging patterns.
- b. Comparative procedures are techniques for contrasting ideas or professional judgements discovered during the investigation (Sumanto, 2014).

The data from library research are not constrained by time or geography. The benefit of this study approach, according to Glasser et al. (1967), is the wide range of comparison material on offer regarding time, space, and other aspects. To draw conclusions and synthesise, the researcher combined and integrated the thoughts. Additionally, because the research's data were gathered from a variety of references, the publications used were restricted to library research. However, the paper covered the need peer review activity in the context of writing English. As a result, it is appropriate to carry out this research using a library research design and a qualitative methodology.

## Findings and Discussions

In writing, the writer must apply the cognitive skills in their text. Moreover, based on Cmejrkova et al. (1999), writing is seen as a linguistic ability that is attained through mastery of grammatical and spelling standards. They require to assess their sources and then synthesize them in a concise piece of writing. Furthermore, one of the most effective strategies to entice children to write is to allow them to write as freely as possible at the start of the learning process, instilling in them a sense of creativity. Therefore, feedback is needed to improve the quality of writing.

In the peer review activity, some components of writing should be reviewed. Those included content, organization, vocabulary, language use, and mechanics (Richards & Renandya, 2002). The explanations of components are explained as follows:

**Table 1. Components of writing based on (Richards & Renandya, 2002)**

Components	Explanation
Content	Information presented with a purpose in writing
Organization	It refers to how ideas are presented and the larger parts of a piece of writing

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Vocabulary	The words we use in writing
Language use	The communicative meaning of language
Mechanics	The rules that control technical features of writing such as spelling, punctuation, capitalization, and abbreviations

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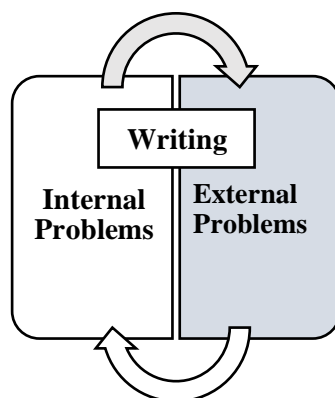
In doing the review activity, besides the component of writing, the reviewer also is able to use the rubric to make it easier. Based on Paltridge (2018), the rubric may include the following points for the reviewer to complete: the title and author of the draft, a summary of the main ideas written in the draft, what the reviewer learned from the draft, the draft's strengths, how clear the argument is written, how well the draft is organized and structured, whether the author provided evidence to claims written in the draft, the reviewer's name, and time of reviewing.

Peer review is needed in the activity of writing. This is in line with (Rahiem, 2021) who found that peer review or feedback has been shown to be useful in improving the learning process. In this study, the term peer review also refers to peer feedback (Gielen et al., 2010), or peer editing in writing instruction. It is the use of learners as information sources for each other in such a way that learners assume roles and responsibilities normally assumed by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats during the writing process (Hansen & Liu, 2005). Thus, peer review is quite important in writing skills.

In the context of peer feedback in learners' writing classes, it is beneficial to all sides. Even both reviewers and reviewees are likely to benefit (Huisman et al., 2016). This collaborative study environment can be formed if every learner actively engages as both a reviewer and a reviewee. Moreover, the interaction that occurs between the reviewer and the reviewee offers an opportunity to gain an advantage. Through the reviewer's eyes, the reviewer can see how genuine readers or audiences will interpret the material of his piece (Lundstrom & Baker, 2009; Kurihara, 2017). By doing it, reviewers will be able to compare it to their writing and have a better knowledge of writing talents. Thus, it has positive impacts on both reviewers and reviewees.

The peer review process also has a positive impact on detail. It is able to encourage the learners to read and write frequently, do critical reading and reflection, develop their writing expertise, assist them in scheduling their academic work, boost their motivation and enjoyment of writing, and advance their information literacy. Additionally, the peer review product showed their success in authorship and ownership. The findings based on Shokrpour et al. (2013) showed that students felt empowered as writers, improved their writing quality and frequency, and acquired autonomy in their writing. In general, it has been shown that implementing peer review is worthwhile for educational environments. From that, it is important to involve peer review or feedback in learners' writing activity.

Several writing problems have been explored in previous studies, such as the study by I Gede et al. (2013), which found that the causes of students' writing difficulties were limited vocabulary, low competency in understanding grammar and spelling, difficulty in composing paragraphs, and difficulty generating ideas. However, difficulties in writing can be reduced by helping students write in a way and doing the peer review that supports all phases of the writing process. In this study, the researcher provided the problems in learners' writing into the internal and external factors based on Krismonica et al. (2021). The component of those factors is explained as follows:



**Figure 1. Problems of writing skill based Krismonica et al. (2021)**

There are many internal problems faced by learners in writing. It included grammatical problems, word choice, and cognitive that covered punctuation, capitalization, spelling, material, and organization problems. According to Kharma (1987), grammatical problems refer to the subject-verb agreements, pronoun references, and connectors that are used in writing. Meanwhile, word choice problems refer to attempts to impress readers which lead to diction problems. Furthermore, the first aspect of cognitive problems is the punctuation problem. According to Byrne (1988), is the fact that punctuation is never normal at the level of spelling and makes the writer feel bothered. Besides, capitalization problems usually mean difficulties in distinguishing between proper and general nouns (Gowere, 1995). Then, the spelling problems refer to the presence of other languages, pronunciation variants, and other historical factors (Gowere, 1995). Material means the difficult experience to explore concepts and dream to connect with others; organization refers to how ideas are presented. From that, internal problems have become a common challenge in writing.

The external problems also become the challenges in writing. They covered the lack of writing stages understanding, motivation for learners, insufficient time, practice, and feedback from teachers. First, writing stages understanding means that writing does not come naturally; it is a sophisticated skill that must be mastered through consistent effort and practice. However, when learners are given several opportunities to write, not all of them will be inspired to write. It is related to motivation for learners' problems. Furthermore, students required time to gather, arrange, and compose drafts, as well as read and rewrite proof. They may have insufficient time to do the practice directly. Lastly, related to the teachers' feedback, Byrne (1988) contends that teachers should focus on what students have already accomplished rather than what they have attempted. This may make it easier for learners to understand comments in the revisions.

Peer review is one of the great ways to enhance the student's writing skills. This aligns with Kurihara (2017) who said that this review is generally considered an excellent approach to improving students' writing skills theoretically and practically. It is considered that students' learning progress can be accelerated and enhanced with the support of others through social contact (Hansen & Liu, 2005). This is to say that the exchange of feedback between students contributes to the growth of student understanding. The interaction in this study was in the form of offering and receiving feedback in writing classes. As a result, peer feedback is seen as an important method for improving students' skills, particularly writing ability.

It is believed that engaging in peer feedback provides significant benefits to adult learners in helping them perform better in writing. For starters, participating in peer feedback allows children to experience meaningful negotiation. This means negotiation occurs as a result of learners' interactions when assessing each other's work. Through meaningful negotiation, students and their partners can debate revision strategies that are critical to improving the

quality of their compositions. The second method, peer feedback, has been demonstrated to be useful in fostering learners' critical thinking, which has a good impact on their writing.

Incorporating peer review into the classroom has positive impacts for both the writers and readers of the students. Peer review is able to assist students in learning how to differentiate between good and bad writing projects that have been completed by others (Barkley et al., 2005). It also assists learners in developing their comments, suggestions, and points of view that could significantly improve the work of other students (Andianto, 2014). The teacher and the students have both benefit much from it. Thus, this review is able to be an alternative strategy that is used by the teacher or lecturer when conducting teaching writing.

Some studies also show the finding related to the peer review topic in writing skills. For instance, Sengupta (2000) discovered that by utilizing peer feedback, the obligation eventually shifted from the teacher to the peer group and then to the students themselves. The two revising groups had improved more than the normally taught group, according to a post-test composed at the end of the year. In a similar vein, Hedgcock and Lefkowitz (1992) discovered that feedback duty eventually shifts from the teacher to the peer and then to the learners themselves. A post-experimental questionnaire and interview revealed that the students valued much of what they had learned since they had learned how teachers think through this experience, and the training had aided in their success and given them a fresh perspective on what writing included.

Peer review, which is also referred to as peer feedback, peer revising, peer critiquing, or peer evaluating, is a collaborative learning activity where learners swap drafts with friends. In line with that, the review has the opportunity to provide comments to one another (Lei, 2017). Tehrani (2018) lists a number of benefits that are offered by the peer feedback technique, including the fact that since students must exchange their work with friends when using peer feedback; it indirectly teaches them how to provide constructive criticism and suggestions for improvement. Additionally, it encourages learners to collaborate with their mates while honing the writing abilities.

The process of peer review enables the learners to produce better writing. And reduce the mistakes. One way to reduce the mistakes students frequently make in their writing before turning in a draft to the teacher is through peer review. Additionally, they can learn how to edit their own writing using feedback from others. It is considered with Sholihah (2015) who claims that giving comments and making adjustments while writing can be more beneficial than doing it at the conclusion of the process. Moreover, it will also save our time efficiently. When a teachers have numerous classes to teach and many students in the class, they are able to save much time in assessing the students' work.

## **Conclusion**

According to the discussion above, using peer feedback while teaching writing to students who are learning English as a foreign language is very beneficial and productive for both the teacher and the students. When used in the classroom, peer review has positive benefits on both the writers and readers of the students. The readers and reviewers can broaden their knowledge and writing skills, while the writers can receive peer correction of their written work. One way to reduce the mistakes students frequently make in their writing before turning in a draft to the teacher is through peer review. Thus, they can learn how to edit their own writing using feedback from others.

Peer review is an effective method for teaching writing to students learning English as a second language. When a writer is stuck, the peer can provide ideas to help move the writing along by employing the peer feedback technique. Students are capable of cooperating with readers. Moreover, writing is a skill that enables pupils to perceive their own thoughts, knowledge, and feelings in the arrangements of words in depth and quickly, according to Nasir et al. (2013) and Deveci (2018). Peers might express their feelings regarding the writing as a

result. From that, it might give writers a chance to clarify their ideas and develop their critical thinking skills while they are writing.

In conclusion, peer review is proven to foster a collaborative learning environment, which is critical for learners' development, specifically learners' writing competency. Through peer review, learners were taught and understood how to properly create paragraphs, double-checking the paragraphs made each sentence to ensure that the wording is correct, and paying attention to conjunctions to connect the first statement to the next one. Furthermore, the peer feedback process is one element in encouraging learners to work collaboratively by delivering and receiving evaluations on their peers. From that, it is regarded to be beneficial in facilitating learners' participation in the classroom.

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