CHAPTER IV

DATA PRESENTATION, FINDINGS AND DISCUSSION

In this chapter the researcher presents the findings and discussion of the research.

A. Data Presentation

In this part, the researcher presents the results of the questionnaire and interview of the students' perceptions of peer review implemented on reflective writing in ELT course of TBI 5A, 5B, 5C, 5D and 5E (163 students).

1. The Students' Perceptions of The Procedure of Peer Review

There are 8 (eight) statements investigating about the students' perceptions toward the procedure of peer review. It is intended to know how are the students opinion about the procedure of peer review that they have done during in the fifth semester at ELT Course. The result of each statements that is investigated the students' perceptions of the procedure of peer review can be seen in the table 4.1 below.

Table 4.1 The students' Perceptions toward The Procedure of Peer Review

Statement	(Indeks %)	Category
I understand well the definition or the concept of Peer Review	79%	Agree
I understand well the procedure of Peer Review	80%	Strongly Agree
I always use Scoring Guide during the process of Peer Review	78%	Agree
The presence of Scoring Guide help me to give feedback easily to my peer	70%	Agree

Statement	(Indeks %)	Category
I always start the process of Review by exchanging my Reflective Essay with my peer	86%	Strongly Agree
Next step is I give feedback to my peer's Reflective Essay based on the Scoring Guide	82%	Strongly Agree
The last step is I return the Reflective Essay that I has been revised to my peer	84%	Strongly Agree
Generally, the procedure of Peer Review is simple and easy to do	77%	Agree

The table above shows that before conducting the process of peer review the students "agree" that they have understand the definition or the concept of peer review well . They also response "strongly agree" for the statements that they have clear understanding about the procedure of peer review. Then, the students "agree" that they always use Scoring Guide during the process of Peer Review. They also "agree" that the presence of scoring guide help them to give feedback easily to their peer. After that, they response "Strongly agree" for three statements about the main procedures of doing peer review. Those are; first of all they have to exchange their reflective essay with their peer, secondly they give feedback to their peer's reflective essay draft based on the scoring guide, finally they return the reflective essay draft that has been revised to the owner. Moreover, they answer "agree" that the implementation of peer review is simple and easy to do.

In addition, based on the result of interview, students stated that the procedure of peer review is simple but meaningful activity because they

only need to exchange their work, but they can get a lot of feedback. As students B and C:

> "In the implementation of peer review the lecturer explain first how to do peer review by showing the scoring guide and we have to review our friend's work based on that. I see peer review as simple activity because I only need to meet my friends then exchange our work. Then, based on me it is also meaningful because from that activity I will directly got many feedback. Then I can revise the essay into the better one before collecting to my lecturer"

> "Based on me the procedure of peer review is easy, first I exchange my reflective essay with my friend. After that, my friend will read my essay then correct the error based on the scoring rubric, then I revise again based on my friend's comment. After that I will do the same thing to my friend. It is simple but I also can say that it is very useful activity".

2. The Students' perceptions of The Benefits of Peer Review toward Students' Writing Skill

After knowing the students' perceptions about the procedure of peer review. The next is the finding about the students' perceptions about the benefit of peer review toward their skill in writing. There are 7 (seven) statements aims to investigate the students' perception about the benefits of peer review toward their writing skill. The result of each statements can be seen in the table 4.2 below

Table 4.2 The Students' perceptions about The Benefits of Peer Review toward Students' Writing Skill

Statement	(Index %)	Category
The implementation of Peer Review was beneficial for me to identify my error in stating main idea	76%	Agree
The implementation of Peer Review was beneficial for me to identify my error in writing details	79%	Agree

Statement	(Index %)	Category
The implementation of Peer Review was beneficial for me to identify my error in text organization	77%	Agree
The implementation of Peer Review was beneficial for me to identify my error in stating the purpose of writing	74%	Agree
The implementation of Peer Review was beneficial for me to identify my error in using inapropriate words	75%	Agree
The implementation of Peer Review was beneficial for me to identify my error in using sentences variation	74%	Agree
The implementation of Peer Review was beneficial for me to identify my error in spelling, punctuation and capitalization	84%	Strongly Agree

The result shows that the students' "agree" that peer review was beneficial to help the students identify their error in stating main idea, writing details, organizing the ideas, stating the purpose of writing, using inappropriate words and using sentences variation in writing reflective essay. Moreover they response "strongly agree" that the implementation of peer review to assess their reflective essay was beneficial to help them in fixing their error in spelling, punctuation and capitalization.

Not only that, the students also stated another benefits of peer review toward their writing skill on the interview process. The students add that the implementation of peer review makes them ignore the same mistakes for their next essay writing and they will get new ideas to organize their essay better. Students A, D and E explained that:

> "The process of peer review makes me easy to revise my mistakes in writing aspects like grammar, content or punctuation after reading my friends' essay writing. It makes my writing skill improved because of the frequency of assessing my friends' error. That's the point."

"Because by reading and correcting my friends work it makes me find new ideas in the organization, vocabulary, sentence pattern and etc. That is why, it can accomplish my essay writing."

"When I am doing peer review I will get some comments to revise some errors in grammar and spelling. Sometimes I also get some additional content and source about the topic from correcting my friends' work. It is very beneficial for my writing improvement."

3. **The Students' Perceptions of Non-Writing Benefits of Peer Review**

In the questionnaire, there are 13 (thirteen) statements investigating about the students' perceptions toward non-writing benefits of peer review. There are (five) aspects include in this statements, those are; giving the students more chances to provide each other with constructive feedback, developing students' awareness, developing students' critical thinking, facilitating students' collaboration and developing students learning autonomy. The result of each statements investigated the students' perceptions about non-writing skill benefits of peer review can be seen in the table below.

Table 4.3   Giving the students more chances to provide each other with constructive feedback

Statement	(Index %)	Category
The implementation of Peer Review gave me more chances to learn how to give a constructive feedback	75%	Agree
The implementation of Peer Review gave me more chances to get feedback from my peers	80%	Strongly Agree
It was very easy to understand my peer's feedback to revise my essay	71%	Agree
My peer' feedback are useful for making improvement in my work	75%	Agree

Statement	(Index %)	Category
I felt less pressure and more relaxed when doing peer review	78%	Agree

Table 4.3 shows that the students response "agree" that the implementation of peer review give them more chances to learn how to give a constructive feedback. Then, the students "strongly agree" that the implementation of peer review give them more chances to get feedback from their peers. The students also "agree" that they are easy to understand their peer's feedback to revise their essay; their peers' feedback is useful for making improvement in their work; and they less preasure and more relaxe when doing peer review with their peers.

Supporting the result of the questionnaire above, the students add that the good essay is essay that got many feedback from other peoples. Student A stated:

> "In my opinion, a good essay is an essay that is got many comments and suggestion from the other people or peers, not only from the lecturer in order to get many correction as many as possible. So, peer review is the solution."

In addition, student D gives answer that the implementation of peer review has given new learning experiences that is very useful to be implemented for assessing their work. As student D said:

> "In that course, I have to write the summary about certain topic in the form of reflective essay, individually, based on my comprehension. After that it will be assessed by using peer review. So that I can give the comments to my friend's work and absolutely I will also get feedback from my friend. Personally, it is my first time to do that kind of assessment and I think it is very suitable and useful to be implemented in the course."

Table 4.4 Developing Students' Awareness

Statement	(Index %)	Category
The implementation of Peer Review helped me to see my strength and weakness easily in my writing	77%	Agree
The implementation of Peer Review made me become aware of the similar mistakes I made in my own writing	81%	Strongly Agree

In the aspect of developing students' awareness, the table 4.4 shows that the students "agree" that the implementation of peer review helped them see their strength and weaknesses easily in their writing. Then, the students "strongly agree" that the implementation of peer review made them become aware of the similar mistakes they made in their own writing.

However, the result of the questionnaire shows that the implementation of peer review can develop their awareness. They give almost the same reason why peer review was beneficially in improving their awareness. They stated that it can help them ignore to make the same mistakes like what their friends' have done. As stated by student B and D:

"In my opinion, after reviewing my peers work I will be more aware to realize my own mistakes too in my essay"

"My reason is because I have more chances to correct my friends' essay repeatedly in peer review. So it makes me avoid in making the same mistakes as I found in my friends' work."

Table 4.5 Facilitating Students' Collaboration

Statement	(Index %)	Category
The implementation of Peer Review gave me more chances to do interactions in sharing ideas and exchanging opinion with my peers	78%	Agree
The implementation of Peer Review gave me more chances to receive feedback from real audiences to write for	77%	Agree

Based on the result of the statements about the benefits of peer review in facilitating students' collaboration, the students "agree" that peer review gave them more chances to do interactions in sharing ideas and exchanging opinion with their peers. Not only that, the students also "agree" that the implementation of review gave them more chances to receive feedback from real audiences to write for.

In the interview process, students add that the implementation of peer review is more flexible than teacher's feedback. They emphasize that it gives them more chances to discuss with their friends. As students A and B stated:

> "Sometimes I am not only talk about the topic being discussed in the reflective essay on the classroom but also outside. That situation will make me do more interaction with my friends in order to discuss about the material of the course."

> "Because I will never shy to discuss everything related to the material with my friend in longer time. That is why it is more informal than only receiving feedback from my lecturer, because my peer knows me better than lecturer."

Table 4.6 Developing Students' Critical Thinking

Statement	(Index %)	Category
The implementation of Peer Review gave me more chances to criticize my peer's writing	73%	Agree
The implementation of Peer Review gave me more chances to learn more about revision by reading my peer's drafts critically	72%	Agree

However, in the aspect of developing students' critical thinking, the students "agree" that implementation of peer review gave them more chances to criticize their peer's writing. They also "agree" that the implementation of peer review gave them more chances to learn more about revision by reading their peer's drafts critically.

In the interview, they explained that they will be able to correct their friends' work if they have understood about the topic being discussed. Then, they should be able to comprehend their friends' work for considering their friends' mistakes. As stated by students A and C:

> "In peer review process, I treat to be an expert. It means I have to master deeply the topic that being summarized in the essay, I have to learn more about the grammar. It will make me easy to give the correction when I have a critical understanding about that"

> "When I am correcting my friends' work I have to comprehend my friends' work whether the the content have been correct or not. Then I have to considere the sentences is correlated each other. To do this activity I need a critical thinking skill"

Table 4.7 Developing Students' Learning Autonomy

Statement	(Index %)	Category
The implementation of Peer Review made me to be more active, not only depend on the teacher	76%	Agree
The implementation of Peer Review helped me to take my own responsibilty to revise my work	73%	Agree

In the aspect of developing students' learning autonomy most of the students "agree that the implementation of peer review made them to be more active, not only depend on their teacher. It also shows that the students "agree" that the implementation of peer review helped them to take their own responsibilty to revise their work.

In addition, the student perceived that the implementation of peer review can improve their learning autonomy because it helps them to organize their work independently to finish it before the deadline. Their answer almost the same one each others. As stated by students A, C and E:

> "Sometimes the assigment that should be done through peer review process force me to finish my essay ontime, so my partner can review it and I will revise it again faster. Indirectly, I will learn how to divide or manage my time in study better and become independent"

> "In my opinion, to write essay I have to find the material by myself. I have to make sure to myself that I have finished my revision before the deadline. It will makes me learn to decide everything by myself"

> "I will be more independent because before writing the essay I have to read some theories, then makes the summary into a reflective essay, doing peer review, revise it and finally collect it to the lecturer. So, I have to make sure to

myself that my essay are ready to be collected. I can revise it, without waiting my lecturer's give feedback to me"

4. The Students' Perceptions of the Challenges of Peer Review

There are 6 (six) statements investigating about the students' perceptions toward the challenges of peer review. The result of each statements can be seen in the table below:

Table 4.8 Students' Doubt about The Expertise of Their Fellow Students**.**

Statement	(Index %)	Category
I prefer lecturer's feedback than peer's feedback	34%	Disagree
The quality of my peer's comment sometimes ineffective or unhelpful	62%	Agree

From the table above it can be seen that students response "disagree" that they prefer their teacher's feedback than their peer's feedback. The result of interview showed that students perceived that they treat to be an expert when doing peer review process. They always respect to their peer's comments because everyone has different learning experiences with their own excellences, it will make them complete each other. As stated by students A, C and E:

"It's true that lecturer is the expert that qualified to give the feedback, but when I correct my friends' work, indirectly I will treat to be an expert that should revise my peer's work. Also, I always respect every new information or knowledge from other people, especially from my peers, because they have their own ability, someone may expert in grammar, some others maybe in organization or word selection"

"When doing peer review I try to be cooperate with my partner to get the best correction. So, for me, everyone in my class is a good partner in discussing and sharing ideas in giving and receiving feedback. It is not always my lecturer"

"So far, I and my friends always sharing opinion each other, what I can I will explain to my friend and vise versa"

Whereas, it also can be shown from the table 4.8 that the students "agree" that the quality of their peer's feedback sometimes ineffective or unhelpful. In addition, the result of the interview showed that the students' pair sometimes lack the skills that important to be owned by the students who is assessing their peer's work. It is related to the capacity of the students as the reviewers. As stated by student A:

"Sometimes my peer doesn't have the ability as the reviewer that they should mastering grammar, vocabulary or content organization"

Table 4.9 Students have Difficulty in Making Truthful Judgements

Statement	(Index %)	Category
I tend to overestimate my peer's who has high achievement	36%	Disagree
I tend to underestimate my peer's who has low achievement	26%	Disagree
I tend to give a high mark to my close friend	26%	Disagree
I tend to give a low mark to my rival	25%	Disagree

Based on the data above, students "disagree" that they tend to overestimate their peer who has high achievement. They also "disgaree" that they tend to underestimate their peer who has low achievement. The next, the students "disagree" that they tend to give a high mark to their close friends and they tend to give low mark to their rival.

In the interview they add that when they are in the classroom they always try to be honest to give comment and corection to their peers in objective way. Their response almost similar one each other. As stated by students A and E:

> "I don't think so, because we are learning together, we try to give an objective correction to improve our learning and our ability"

> "When doing peer review I and my partner always help each other to solve the problems or maybe difficulties during the learning activity especially in the peer review process. So, if my peer's work is wrong, I will say wrong"

B. Findings

1. The Students Perceived the Procedure of Peer Review Positively

Based on the result of questionnaire, most of the students have positive perceptions and good understanding on the procedure of conducting peer review. It based on the index value 79% that that they have understand the definition or the concept of peer review well, 80% that they have clear understanding about the procedure of peer review, 78% that they always use Scoring Guide during the process of Peer Review, 70% that the presence of scoring guide help them to give feedback easily to their peer, 86% that the first step of peer review is the students exchange their reflective essay with their peer, 82% that the next step of peer review every student give feedback to their peer based on scoring guide, 84% that the last is the students return the reflective essay

that has been revised to the owner, 77% that generally, the procedure of peer review is simple and easy to do.

In addition, it is supported by the result of interview to students, that they see the procedure of peer review as simple and meaningful activity. The students only need to exchange their work, then they will get a lot of feedback from their friends and discuss an important things related to their essay.

2. Peer Review was Beneficial to Improve Students' Writing Skill

The implementation of peer review also give positive influences toward the students writing skill to control some aspect of writing in content organization also style and fluency. The most dominant effect lies on the students' convenience in identifying their error in spelling, punctuation and capitalization. The index value of each items in this aspect are 76% that peer review was beneficial for the students to identify their error in stating main idea, 79% that peer review was beneficial for the students to identify their error in writing details, 77% that peer review was beneficial for the students to identify their error in text organization, 74% that peer review was beneficial for the students to identify their error in stating the purpose of writing, 75% that peer review was beneficial for the students to identify their error in using inapropriate words, 74% that peer review was beneficial for the students to identify their error in using sentences variation and 84% that peer review was beneficial for the students to identify their error in spelling, punctuation and capitalization.

Moreover, the result of the interview showed that during peer review process, the students got some new ideas how to organize their essay better after reviewing their friends' work.

3. Peer Review was Beneficial to Improve Students' Non-Writing Skills

This study also revealed that almost all the students are perceived positively that the implementation of peer review give the students more chances to provide each other with constructive feedback. It based on the result of index value in the questionnaire items are 75% that peer review give students more chances to learn how to give a constructive feedback, 80% that peer review give students more chances to get feedback from their peers, 71% that students is very easy to understand their peer's feedback to revise their essay, 75% that their peer' feedback are useful for making improvement in my work and 78% that students feel less pressure and more relaxed when doing peer review. This is also completed by the students' opinion in the interview that the implementation of peer review for assessing students' reflective essay gives them new learning experiences.

In addition, this study proved that the implementation of peer review can develop the students' awareness. As the index value for the items are 77% that peer review help the students to see their strength and weakness easily in my writing and 81% that peer review make students become aware of the similar mistakes they made in their own writing. Moreover, the students add in the interview that after correcting their

friends' essay it makes them aware not to making the same mistakes like what they done in the previous draft or what their friends did. So, they will start to correct themselves in order to have an improvement in their learning.

This study also revealed that the students response positively toward peer review, because it can facilitate them to do more collaboration. It can be seen from the result of items index value for this aspect are 78% that peer review give the students more chances to do interactions in sharing ideas and exchanging opinion with their peers and 77% that peer review give the students more chances to receive feedback from real audiences. It is supported by the result of interview with the students that the implementation of peer review is more flexible than teacher's feedback, because they are not shy to ask everything with their peers.

Not only can facilitate students' collaboration, this study revealed that the implementation of peer review was beneficial for the students to develop the students' critical thinking. It supported by the index value of items in this aspect are 72% that peer review gives more chances to the students to criticize their peer's work and 73% that peer review gives more chances to learn more about revision by reading their peer's draft critically. In interview, the students add that when they assessing their peer's draft they will think critically in order to consider every mistakes that their peer's made on their written work. Without carefully

understanding the content of their peers' work, it is impossible for the students to provide any comments and suggestion for making improvement.

Not only that, this study also proved that based on the students' opinion the implementation of peer review made them become more autonomous learners. The index value of this aspect are 76% that peer review made the students to be more active not depend on the teacher and 73% that peer review help the students to take their own responsibility to revise their work. In addition, in the interview the students explained that the practice of peer review help the students to be more independent to finish their work before the deadline given by the lecturer.

4. **The Students Perceived that the Quality of their Peer's Comments Sometimes Ineffective**

In the aspects of the challenges of peer review, the students disagree that they prefer teacher feedback than their peer's feedback, with the index value 34%. In the interview they explained that the students' perceived that they always respect to their peer's comments, because everyone has different learning experiences with their own excellences. Moreover, they stated that during peer review process every student is being treated to be an expert.

In the other hand, this study revealed that the students agree that they still doubt about the expertise of their peers competency in reviewing their work because index value 62%, it indicated that they agree that

sometimes their peer's feedback is inefective or unhelpful. In the interview students' add that sometimes their pair sometimes lacks the skill as the reviewers.

The second challenge, that potentially done by the students when doing peer review is that they tend to be difficult in making truthful judgement toward their peers' work. However, the result of this study proved that the students response disagree about that, with the index value are 36% that they tend to overestimate their peer's who has high achievement, 26% that they tend to underestimate their peer's work who has low achievement, 26% that they tend to give a high mark to their close friends and 25% that they tend to give a low mark to their rival. It was supported by the result of interview that the students always try to give an objective correction to their peers. In other words, they always try to be honest in assessing their peers' work, in order to make truthful judgements.

C. Discussion

In this part the researcher presents the discussion of the findings. Then relate it with the theory.

This study proved that students' have good understanding about the procedure of conducting peer review. It based on the result of all index value in this items are more than 69%. The students also perceived the procedure of peer review as simple and meaningful activity. It confirmed the theory from

Brown (2001) stating that participating in peer review activities can be a fascinating adventure for students as it enables them to step out of their own selves to see what they have created through the eyes of others.

This study also revealed that the implementation of peer review can improve the students' writing ability to control some aspects in writing better. The most dominant effect lies on the students' convenience in identifying their error in spelling, punctuation and capitalization. It based on the index value of all items in this aspect are more than 73%. The students also perceived that it give them more chances to get many ideas to organize their essay better. Those result confirmed the study conducted by Laura Levi (2014) that proved participating in peer review give the students useful and valuable experiences in contributing to the enhancement of the quality of their writing. Also the research conducted by Early and Saidy (2014) stating that the students had mostly positive feelings about participating in peer review, because they will be able to read multiple essays to help them gather ideas of how to address problems in their own writing.

This study also revealed that the implementation of peer review give some other benefits for the students. It gives the students more chances to provide each other with constructive feedback; improves the students' awareness after correcting their friends' essay; improves the students' collaboration; improves the students' critical thinking; and improves the students' learning autonomy. Those based on the result of index value for all items in this aspect. All of them are more than 70%. Those result supported

the theory from   Hughes and Ballantyne (2002) stated that the implementation of peer review the students have opportunities to develop their ability to give constructive feedback, they receive advice on their drafts. In addition, It confirmed the theory from Kasper (1998) that stated when the students assess their classmates' writings critically, they decide on the strengths and weaknesses of their peers' papers and gradually learn to determine what actually works and what does not; thus, they become aware of the potentially similar mistakes. More completely Yang et al., (2006) stated that peer review is beneficial in developing critical thinking, learner autonomy and social interaction among students.

However the students have challenge when doing peer review process. They perceived that the quality of their peer's comments sometimes ineffective or unhelpful. It based on the index value of this item are 62%. Based on their opinion, their peer sometimes lack skill as the reviewers. This result confirmed a previous research conducted by Davies (2000) and Carless (2006) that some students have negative perceptions of peer assessment because they are doubt about the expertise of their fellow students.