

**ENGLISH DEPARTMENT STUDENTS' PERCEPTION OF
USING PEER RESPONSE ACTIVITY IN WRITING PROCESS**

THESIS

*Submitted as Partial Fulfillment of the Requirements to Obtain Strata One (S1)
Degree*



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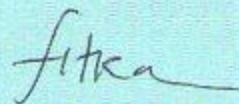
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ABSTRAK

Kharisma, Nastiti. 2015. “English Department Students’ Perception of Using Peer Response Activity in Writing Process”. Skripsi. Jurusan Bahasa Dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Tujuan penelitian ini adalah (1) mengetahui persepsi mahasiswa Bahasa Inggris UNP terhadap pemberian komentar untuk tulisan teman dalam proses menulis, (2) mengetahui persepsi mahasiswa Bahasa Inggris UNP terhadap penerimaan komentar dari teman dalam proses menulis. Penelitian ini adalah penelitian deskriptif. Peserta dari penelitian ini adalah 42 mahasiswa tahun kedua Jurusan Bahasa dan Sastra Inggris tahun masuk 2013 Fakultas Bahasa dan Seni, Universitas Negeri Padang tahun ajaran 2013/2014. Data dikumpulkan melalui dua instrumen yaitu sebuah angket dan wawancara. Dalam angket, mahasiswa diberikan angket yang berisikan 36 pernyataan yang setiap pernyataan tersebut terdapat 4 skala Likert dan pernyataan tersebut terkait oleh 2 macam indikator yang berhubungan dengan *peer response activity*; pemberian komentar untuk tulisan teman dalam proses menulis dan penerimaan komentar dari teman dalam proses menulis dalam bentuk pernyataan positif. Selain itu, di dalam wawancara ditanyakan beberapa pertanyaan yang bertujuan mendapatkan informasi yang lebih rinci yang mana informasi tersebut tidak bisa diperoleh dari hasil angket. Data penelitian ini diperoleh dari hasil angket yang diisi oleh mahasiswa dan wawancara terhadap mahasiswa. Dari penelitian ini ditemukan bahwa mahasiswa Bahasa Inggris UNP memiliki persepsi yang sangat baik dalam memberikan dan menerima komentar dalam proses menulis. Dari hasil penelitian ditemukan bahwa kegiatan *peer response* ini sangat membantu mereka dalam menghasilkan tulisan yang lebih bagus, kegiatan ini bisa membantu mereka untuk lebih mengerti tentang aspek-aspek dalam menulis, ditemukan mahasiswa yang menyukai komentar yang diberikan oleh teman-teman mereka dengan alasan komentar tersebut lebih rinci dan banyak mahasiswa lainnya lebih menyukai komentar yang diberikan oleh dosen karena dosen memiliki ilmu yang lebih tinggi dibanding mahasiswa.

Kata kunci: *Peer response, writing process.*

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The students of English Department are required to write a text in English. However, sometimes writing is difficult for them. When the students write a text in English, they often make some mistakes in their writing. Many of them do not know their own mistakes so that they produce the text with the same mistakes again. It may be due to the fact that the teacher tends to check their writing without involving the students. The teacher sometimes only gives students some writing assignments and checks them without engaging the students. In addition, the teacher does not give feedback or response for students' writing. He or she does not tell the students about their mistakes. Moreover, the students do not ask their peers' response about their writing, too. Actually, the response can help the students to produce good writing. The feedback can be given by the teacher and the other students in writing process. Thus, the teacher can involve the students in checking their writing by giving response for students' draft.

One of the activities which can involve both of teacher and students in checking others' drafts in the classroom is by using peer response activity. Peer response activity is a kind of cooperative learning activity where the process of writing uses small groups (three or five students) to revise each other draft in order to produce a better writing. In this activity, the teacher has a role to guide

and help the students to produce better writings; while the students try to write and revise their peers' drafts.

Peer response, which is an activity of changing and revising the students' drafts to their peers for helping them improve their writings, is one of the activities in teaching writing. In this activity, students are required to be active to help their peers improve their writings. Writing in this activity is viewed from a collaborative or social perception. Thus, the response is perceived as an essential element to help students make better drafts.

Based on the researcher's interview with some writing lecturers at English Department of Padang State University about peer response activity, there are some lecturers who have used this activity for some meetings. Peer response activity could help students not only to be good writers, but also to be good editors. However, they also needed to learn to write by using teacher's response. Thus, the activity could be balanced between peers' response and teacher's response.

According to a lecturer who used peer response activity in teaching writing, this activity could make students become active. They could not only write but also revise their peers' draft. Because of this reason, the lecturer assessed them from two aspects: from their writings and their comments on peers' drafts. From this activity, the lecturer evaluated whether the students were capable to write and revise others' drafts.

Based on the researcher's interview with second grade students of English Department of Padang State University about peer response activity, this activity was very helpful. When the students' peers commented their drafts, it could help them to produce better writing. Furthermore, this activity could improve their writing skill. They learned about content, grammar, organization of the text, and many others. In addition, by receiving comments and suggestions from peers, it made the students know their mistakes in their writing assignment before submitting it to the lecturer.

However, in the application of using peer response activity, there were weaknesses of this activity according to the students. Not all the students could give good comments to improve their peers' writing. Since they were in the process of learning language, some students had difficulty to comment their peers' drafts. Some of them only gave compliments to their peers' writing. For instance, they said, "It is good" or "I like it." Actually, the compliments given by the responders to the writer could not improve the writing. Thus, the responders should give comments, revisions, or suggestions based on some aspects toward the improvement of the writing.

Based on the interview above, to help students produce a good writing; it needs an efficient activity to teach them. By using peer response activity in the writing process, not only it can help students to read the text, but also they can find some mistakes and revise them. In this activity, students are required to give a response to their peers' drafts. They have to revise some aspects related to

writing. After the revision is clear, other students continue to the next step of writing process to finish their final writing. The students have their own perception about this activity, whether it is good or bad. Because of the differences of perception, this research is aimed to know the perception of English Department students in using peer response activity in writing process.

B. Identification of the Problem

There are three types of giving response in writing process. They are student-teacher response, teachers' comments as response and peer response. The first area is student-teacher. It is a discussion between a teacher and a student or a student and another about student's writing. The second area is teacher's comments as response. It is where the comments for student's writing assignment only received from a teacher. In this area, the teacher takes a role to respond the student's writing. The last area is peer response activity. It is a kind of cooperative learning where the process of writing uses small groups to revise each other draft in order to produce a better writing. There are some students who have been taught by using peer response activity. In the application of using peer response activity in writing process, the students have different perception of this activity in writing process.

C. Limitation of the Problem

Based on the identification of the problem above, this study was limited to know students' perception of peer response activity in writing process.

D. Formulation of the Problem

The problem of this research was formulated by using the following question: “How is English Department students’ perception of peer response activity in writing process?”

E. Research Questions

- a. How is English Department students’ perception of giving response for peers’ draft in writing process?
- b. How is English Department students’ perception of receiving response from peers in writing process?

F. The Purposes of the Research

- a. To find out English Department students’ perception of giving response for peers’ draft in writing process.
- b. To find out is English Department students’ perception of receiving response from peers in writing process.

G. Significance of the Research

It is expected that this research gives contribution to the development of teaching and learning process for both teacher and students at English Department of Padang State University. It is expected that peer response activity can be applied in writing class in order to make a teacher can involve the students in evaluating their writing assignment.

Furthermore, teacher is expected to be able to motivate students become more active and creative in learning to write by guiding them to revise each other draft. In doing peer response activity in the classroom, teacher can evaluate the students' writing more detailed, too. In addition, the data, information, and explanation got can be used as the basic consideration in teaching writing at English Department. Last, it is hoped that this research can be a reference for further research.

H. Definition of Key Terms

- Perception* : An active process that enables a person to give a view, opinion, or judgment which is influenced by two factors: internal and external factor.
- Peer Response Activity* : A pedagogical cooperative learning activity commonly associated with teaching writing, in which students provide feedback on their friends' written draft and receive the comments to improve their own writing in return.
- Writing Process* : A natural set of steps (pre-writing, drafting, revising, editing, and publishing) that a writer takes to create a finished piece of writing.