Students' Response to the Application of Group Correction of Students' Written Assignment Assisted with Peer-Editing Worksheet in Teaching Cause-Effect Essay

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Students' Responses to the Application of Peer-Editing Group Correction for Cause–Effect Written Assignments

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Abstract: The study aims at describing the students' response to the application of Group Correction of Students' Written Assignment technique assisted with Peer-Editing Worksheet in cause-effect essay teaching. The type of the study is descriptive qualitative research. The respondents of the study are the fourth semester students of the English Education Department of Universitas PGRI Semarang. The techniques used to collect the data are questionnaire and interview. The data are analyzed qualitatively The result of the study shows that through Group Correction of Students' Written Assignment technique assisted with Peer-Editing Worksheet, the students can take some advantages. For example, the students can review other group' works easily; they can also learn from other work errors to avoid making the same errors in their own writing, and add more ideas on their own writing by reading others' works, etc. In conclusion, Group Correction of Students' Written Assignment technique assisted with Peer-Editing Worksheet is useful learning technique for both the writer of the essay and the students who provide feedback.

Key words: students' response, group correction of students' written assignment, peer–editing worksheet, cause–effect essay teaching

Abstrak: Penelitian ini bertujuan mendeskripsikan respon mahasiswa terhadap penerapan Group Correction of Students' Written Assignment berbantu Peer-Worksheet dalam pengajaran Cause-Effect essay. Penelitian ini adalah penelitian kualitatif deskriptif. Subjek penelitian

ini adalah mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris Universitas PGRI Semarang. Teknik yang digunakan dalam pengumpulan data adalah kuesioner dan interview. Data dianalisis menggunakan analysis kualitatif yaitu dengan mereduksi data, mendisplay data, dan membuat kesimpulan. Hasil penelitian menunjukkan bahwa melalui Group Correction Students' Written Assignment berbantu Peer-Editing Worksheet, mahasiswa mampu mereview tulisan mahasiswa dari kelompok lain dengan lebih mudah; kesalahan dari tulisan mahasiswa yang direview atau dikoreksi bisa dijadikan sumber belajar bagi mereka agar tidak melakukan kesalahan yang sama; dengan membaca tulisan teman, hal ini juga bisa menambah gagasan-gagasan baru bagi tulisan mereka sendiri, dan lain sebagainya. Dapat disimpulkan bahwa Group Correction Students' Written Assignment berbantu Peer-Editing Worksheet adalah teknik pembelajaran writing yang sangat berguna bagi mahasiswa yang dikoreksi tulisannya dan mahasiswa yang mengoreksi tulisan atau mahasiswa yang memberikan feedback.

Kata kunci: *respon mahasiswa, karya tulis hasil koreksi kelompok siswa, peer–editing worksheet, pengajaran esai cause–effect*

INTRODUCTION

The present researches on the use of feedback on English writing done by either the teachers, peers or self tend to have good effects on students' writing result. The feedback given is in the form of corrections, comments, or criticisms of the students' writing result. By applying peer feedback with or without assisting the teaching methods or techniques applied using any media or worksheet, it can help develop students' writing skill (Behin & Hamidi, 2011; Egar & Musarokah, 2017). Although all kinds of feedback have their own benefits, peer correction seems to be the most effective feedback among the others (Ganji, 2009). Even though self-correction can help the students correct the errors in writing, but it can only be applied locally, whereas through peer correction the students can review their own work globally based on others' point of view (Yang, 2010). Moreover, from students' perspective, the application of peer feedback can reduce their anxiety to write, improve their confidence, and develop their writing by cooperating each other (Yatibas & Yatibas, 2015). Because of its benefits, peer feedback is chosen to be the most significant technique in developing students' writing skill and motivation.

However, the following two researches has different findings with the previous mentioned researches. The first research was conducted by Sultana (2009) which investigated the acceptability of peer correction between young and adult learners. The research result of Sultana shows that although many young and adult learners agree with the application of peer correction, some of them are less trusting the correctors because they think that they have the same level of ability with them, and they choose the teachers as correctors better than peer correction because of lower ability of the correctors than their teachers. The second research done by Chen, Chung and Wu (2013) examined the effects of faded prompts and feedback on college students' reflective writing skills. The finding of their research proved that faded prompts can promote students' reflective writing skills; however, the feedback cannot. In line with the findings of the previous researches, the issue of the feedback on students' writing result become more interesting to be explored. However, all researches mentioned before do not use the teaching aid in applying any kind of feedback in writing, so it is necessary to know the effects of feedback given by peers if any kind of feedback is assisted with any kind of teaching aid. Therefore, the current study tries to investigate the students' response to the use of Group Correction of Students' Written Assignment assisted with Peer-Editing Worksheet. In this case, we attempt to examine the effects of peer feedback combining with worksheet from students' perspective. It also aims at describing the benefits that can be taken by the students from the activity of Group Correction of students' written assignment assisted with Peer-Editing Worksheet, and finding out the problems which can be minimized through Group Correction of Students' Written Assignment assisted with Peer-Editing worksheet.

LITERATURE REVIEW

A.   Writing a cause-effect essay

Generally, writing an essay is different from other kinds of writing, such as writing a report or an article. Although all of them have a topic to be discussed, but they have their own characteristics and distinctions. Oshima and Hogue (2006, p. 56) states, "An essay is a piece of writing several paragraphs long; It is about one topic, just as a paragraph." Therefore, when we intend to write an essay, we should have one topic to be discussed by developing a paragraph into some paragraphs discussing a topic. An essay falls into the category of academic writing like other kinds of writing mentioned before.

Because it belongs to academic writing, the tone used in this kind of writing is formal (Oshima and Hogue, 1999).

An essay has three main parts; they are introduction, body, and conclusion. The introduction in an essay has two parts, general statement which function is to attract readers' interest and a thesis statement which states the main idea of the essay. The body of the essay develop the thesis statement into one or more paragraphs. Each paragraph in the body expands the subdivision of the topic. The concluding paragraph is the end of the essay; it can be written in two ways, summarizing the subtopics in the body or paraphrasing the thesis statement (Oshima and Hogue, 2006, p. 56).

There are many kinds of essay, such as cause effect essay, problem solution essay, argumentative essay, process essay, etc. In this study, we focus on cause effect essay. According to Oshima and Hogue (2006, p. 95), cause/ effect essay is an essay that discusses the causes (reasons) for something, the effects (results), or both causes and effects. Feng-Checkett and Checkett (2005, p. 192) stated that "cause or effect development explains the reasons or results associated with some thing or event …, and effect analysis explains the result and consequences stemming from causes". Moreover, cause effect essay can be organized in two ways, block organization and chain organization (Oshima and Hogue (2006, p. 95). In block organization, it discusses all the causes as a block, first; the number of the paragraph depends on the number of the causes. Then we can write all effects together as a block. When we use block organization, we can write either causes or effect; we can also write only causes or only effects. The transition paragraph then is placed between one major section and another major section by a short paragraph. The aim of the transition paragraph is to conclude one section and introduce another section. However, if we want to use chain organization, we can write causes and effects in a link alternately. One case may lead a second case, which in turn leads a third case, which in turn leads a fourth event, and so on. We link each new cause and its effect in a chain.

B.   Group correction of students' written assignment

D'Rourke states, "Group correction of students' written assignments is an effective, straightforward method for improving writing skills but which also encourages oral discussion of grammar and the development of a critical ability in the student" (1991, p. 36). Moreover, she adds, "it is a method which draws on the principles of process writing and of group activity within the classroom". Seeing the definition, we can say that the principle of group

correction of students' written assignments is same with cooperative learning. Therefore, this technique belongs to cooperative learning because the activity done by the students is peer collaboration. D'Rourke then mentions seven steps done in group correction of students' written assignment (1991, pp. 36-42).

First, the teacher gives writing assignment to the students; in assigning the students, the teacher should not limit the words used by the students.

The second step is organizing groups; in organizing the groups, the teacher can divide the students into a number of groups consisting of three or four members in each group. However, if the groups have to be large, the teacher should photocopy the assignment written by the students.

The next step is distributing the assignment; in distributing the assignment which will be corrected, the teacher distributes the assignments to each group not containing the author of the assignment. The next step is that the students detect and correct the errors in specific time; the teacher gives the sheet as the place of the correction.

After that, the students discuss the errors, and the teacher monitors group discussion carefully and check whether or not the students corrected the others' assignment properly. The guidance can be offered to the students in this section. In post group correction, the corrected assignments are returned to the students, and they can revise the assignment based on the correction given by another group.

In the final stage, the teacher gives the students a quiz as a follow-up of the group correction. It is held two or three weeks after the application of the group correction.

Because of some consideration, in applying the group correction of students' written assignment, the last phase, quiz, was changed. Because the assignment given was in the form of writing the essay, we changed stage seven by giving the students' essay writing test.

We apply group correction of students' written assignment techniques assisted with Peer-Editing Worksheet proposed by Oshima and Hogue (2006, p. 326) which consists of eight main questions or instructions. It instructs the students to identify the completeness of the essay started from introduction to conclusion.

METHODOLOGY

The data of the study are qualitative data. Those are in the form of students' written responses. They are collected through WhatsApp, one of favorite social media lately. This technique is taken based on the consideration that college or university students' really get in touch with this kind of social media. There are 40 students who had got the treatment listed in Writing 4 course, and the students who give response of the three questions given are 33 students. Then the data are analyzed by identifying the students' responses one by one. In identifying the students' responses, we take the essence of the responses and discard any ideas or expressions which are not necessary. After identifying the data, we display the data by inserting them into the table and describing them. Then, we draw the conclusion. Therefore, data were analyzed using qualitative analysis.

RESULTS

A. Students' responses to the application of group correction of students' written assignment assisted with peer-editing worksheet

In responding the use of Group Correction of Students' Written Assignment assisted with Peer-Editing Worksheet in cause-effect essay learning, the students have different responses. The result can be seen in Table 1. The table shows that the students have positive responses to the use of Group Correction of Students' Written Assignment assisted with Peer-Editing Worksheet in teaching cause-effect essay. The positive responses are, for example, such technique really helps the students to improve their writing skill; it can also be simple and effective way to correct others' work. Moreover, from students' perspective group work in Group Correction of Students Written Assignment assisted with Peer-Editing Worksheet can help inactive students to correct others' work in earnest.

Table 1:
Students' response to the use of group correction of
students' written assignment assisted with peer-editing worksheet

Students' Code	Students' Response
S1	It makes easy to learn writing an essay by correcting another one's work.

S2	It is good method for scholar to be a better writer.
S3	It improves my own and my friend's work.
S4	We can give compliments, suggestions, and corrections of others' work.
S5	It is very helpful for student's writing.
S6	It is very influential method.
S7	It is more valuable than self-editing.
S8	It allows me to have things I might have overlooked brought to my attention.
S9	It improves critical thinking for students.
S10	It is one of effective techniques to improve students writing skill.
S11	It is very useful for students in order to understand what the text about.
S12	It provides an opportunity for writers to know what their writing looks like to others
S13	It makes easy to correct others' work.
S14	It helps for finding the purpose of the text and what the interesting part of the text is.
S15	It helps for correcting others' work easily and quickly.
S16	It helps for getting used to have others review our own work.
S17	It encourages students to analyze friend's work.
S18	It is very effective method for writing an essay.
S19	It helps to work as a team.
S20	It helps for students who are inactive and earnest in correcting the language errors in friend's work.
S21	It helps for understanding the content of the work.
S22	It helps for correcting friend's work
S23	It is effective method since we can learn from incorrect friend's work.
S24	It encourages the students to give compliments about friend's work.
S25	It is very helpful for improving writing skill.
S26	It is very effective way to help our friend improving their writing.
S27	It is effective way to know our mistakes.
S28	It is such a simple way to correct others' work.
S29	It encourages students to analyze friend's work
S30	We can correct friends' work so that their next work will be better.
S31	It is such a nice way for learning essay writing.
S32	It makes easy to correct others' work.
S33	It is very helpful for student's writing.

B. Benefits of group correction of students' written assignment assisted with peer-editing worksheet

From students' point of view, the use of Group Correction of Students Written Assignment assisted with Peer-Editing Worksheet in teaching cause-effect essay has many benefits. For example, the students can know their own mistakes or errors in their writing; they can also learn from the errors produced by their friends' writing being given feedback in order to avoid making the same mistakes; and they have the skill to link the paragraphs as well. Furthermore, it can encourage mutual work in groups. The complete benefits can be seen in Table 2;

Table 2:
Benefits of group correction of students' written assignment
assisted with peer-editing worksheet

Students' Code	Students' Response
S1	Knowing own mistakes on writing
S2	Seeing whether my essay is interesting or not from other's opinion
S3	Learning many things from my own mistakes in writing an essay
S4	Making a work stronger and improving the skills of writing
S5	Knowing my lack of my writing
S6	Knowing how to link between paragraphs and appropriate topic for writing
S7	Learning how to read carefully with attention to details of a piece of writing
S8	Developing my own self as a writer.
S9	Discovering more knowledge by reading many other's text or essay
S10	Knowing how to write in a great way because we saw our friend's mistakes on writing
S11	Helping for finding the content of the writing.
S12	Knowing what kind of other's writing work made
S13	Helping for finding the content of the essay.
S14	Helping for finding the errors in the writing.
S15	Learning from other's work in order to avoid making the same mistakes
S16	Ensuring consistency in writing
S17	Making the students do better work
S18	Helping for learning for friend's grammatical, punctuation, capitalization errors.
S19	Improving my writing skill from my own mistakes
S20	Gaining confidence in students' work.

S21	Adding new knowledge and vocabulary
S22	Finding the mistake by comparing to each other's review
S23	Learning how to response and anticipate the readers
S24	Enhancing group dynamics
S25	Knowing mistakes in writing had done
S26	Helping me in improving my writing as to produce better writing.
S27	Learning from our own and friends' mistakes
S28	It does not spend much time for correcting and reviewing.
S29	It does not spend much time for correcting.
S30	Knowing our own mistakes, minimize it, and repair it.
S31	Learning grammatical and spelling error from another one's work
S32	Encouraging mutual work
S33	The content of the essay looks more clearly as consisting point by point

C. Writing problems minimized through group correction of students' written assignment assisted with peer-editing worksheet

Through Group Correction of Students' Written Assignment assisted with Peer-Editing Worksheet, there are many writing problems which can be minimized by the students. For example, they are grammatical errors, punctuation errors, spelling errors, problems in using transition signals, incoherent and incohesive paragraphs, problem in writing thesis statement, etc.

From all those problems, grammatical errors become the problem which can be minimized significantly because from 33 students, there are 15 students or almost half students of the total students who state that grammar problem can be minimized through Group Correction of Students' written assignment that is assisted with Peer-Editing Worksheet.

Table 2:
Writing problems minimized through group correction of students' written assignment assisted with peer-editing worksheet

Students' Code	Students' Response
S1	Content and goal of the essay
S2	Thesis statement, signal words, and grammar
S3	Errors in writing
S4	Errors of work
S5	Unnecessary sentence, incoherent paragraphs, transition signals, grammatical errors

S6	Imbalance between one paragraph to the others
S7	Tenses and punctuation problems
S8	Inconsistencies and grammatical errors
S9	How to catch what the text about
S10	Grammatical, punctuation, capitalization, cohesion, and coherence errors.
S11	The best feature of the text
S12	The weaknesses of writing
S13	The conclusion of the essay
S14	Errors in writing
S15	Grammatical and spelling errors
S16	Problem in writing
S17	Thesis statement
S18	Grammatical, punctuation, capitalization errors, writing essay's technique
S19	Thesis statement, adequacy of support, coherence, transition, essay formula
S20	Spelling, grammar, punctuation
S21	The content problem of every paragraph
S22	Grammar, spelling, cohesion and coherence
S23	Grammar and vocabulary
S24	Thesis statement
S25	Grammar, the unity if each paragraph, problem in thesis statement, the use of word hyphen
S26	Grammar, thesis statement, and transition
S27	Grammar, punctuation, contents, and topic
S28	Thesis statement
S29	The perception of the writer
S30	Grammar and punctuation
S31	Coherence and cohesion
S32	Thesis statement
S33	Grammar, vocabulary, spelling, and punctuation

CONCLUSION

From those three main findings, the results of the study strengthen the results of some researches which was conducted by some previous researchers, and these prove that giving feedback in students' writing done by peers has positive effects on not only students' writing skill but also students' critical thinking, motivation, and confidence in writing. Teaching aid used in this case Peer-Editing Worksheet can also help the students to correct their friends'

work easier, and it can help the students to write coherent and cohesive essay
as well.

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