# BUILDING FLUENCY IN WRITING II BASED ON MICRO AND MACRO SKILLS OF WRITING BY USING PEER ASSESSMENT

*Tintin Susilowati*

## ABSTRACT

*Writing is difficult for English Department students in Indonesia. Students commonly have low ability to write and have very limited time to practice this skill. To overcome students' problems in writing, the use of peer assessment can be an appropriate way to improve fluency in writing since this research is held to: (1) elaborate the roles of peer assessment to build fluency in writing classes, (2) identify the types of activity in writing class by implementing peer assessment, (3) explore the strengths of peer assessment to build fluency in writing, and (4) to prove the effectiveness of peer assessment to build fluency in writing.*

*This is a mixed method research. The subjects of this research are nine students of TI.B class in academic years 2016/ 2017. To collect the data, some instruments such as field note, observation, documentation and test were used. Interactive analysis and statistical analysis (t-test) were applied to analyze quantitative data. Furthermore, statistical analysis using SPSS 20 used to analyze quantitative data.*

*The results of the research are: (1) the use of peer assessment minimizes students' apprehension in writing, (2) constructive activities are important to lead students in conducting active and critical learning, (3) peer assessment is meaningful to build students to be authentic writers and readers, (4) peer assessment is effective to build students' fluency in writing indicated by the result of hypothesis test.*

**Key Words**: *Peer Review, Writing Ability*

## INTRODUCTION

Most English department students in Indonesia find that writing English is difficult, particularly in producing academic writing, despite the fact that they have learnt English since elementary school.[1] Students tend to have less enthusiasm in exploring this skill in their study. On the other hands, students are required to have ability in producing academic writing for the demand of academic purposes, such as writing articles for journal or conferences. Even, students must write thesis as their final project at the end of study.

Problems in writing may reduce students' motivation to write. Students' problems in writing prohibit them to actualize themselves in written expressions. Some problems discourage students' bravery in producing English written texts and make students lack of trigger to write. Some problems are affected by some factors, such as: 1) students have problems when they have to use the correct English grammar and vocabulary, 2) students have difficulty to apply what they have learnt, and 3) students have limited knowledge to incorporate their previous knowledge and experiences on the topic given.

[1] I.H. Abas and N.H. Azis Indonesian EFL Students' Perspective on Writing Process: A Pilot Study. Advances in Language and Literary Studies *Australian International Academic Centre, Australia.*Vol.7 No.3 (2016)

Setyono mentions problems in writing are associated with the following factors, such as: 1) the limited knowledge of writing strategies; the lecturers do not have enough proficiency in managing and organizing the process of teaching and learning writing, 2) grammatical structure; many students have limited knowledge on grammatical structures, and 3) limited knowledge of writing; students do not have enough knowledge of writing, 4) low interest in writing; most of students consider that writing refers to difficult activities since students are expected to have knowledge of writing concepts and metalinguistic competences simultaneously, and 5) lack of time to practice writing; students tend to practice writing in the writing class and they are rare to write in the spare time.[2] All of these problems prohibit them to have the better performance in writing. Considering the fact that producing the written texts requires a set of components to make it fluent enough for its readers.

Fluency in writing may be achieved when writers involve both micro and macro skills of writing.[3] Fluency in this context refers to the writers' ability in producing communicative written expressions. Only with communicative written expressions, readers understand the message sent by a writer. Concept of fluency is meaningful used to help students who have low ability in writing. It emphasizes on stimulating students with low ability in writing to have bravery in expressing their ideas through the written texts. Therefore, the lecturers should be alert with this condition by promoting the appropriate treatments, trainings, and assessments which may facilitate students to foster their ability in writing.

From assessments, lecturers are able to get advantages to increase students' ability in writing. The use of authentic assessment as peer assessment is useful to build their ability in producing qualified written texts. Peer assessment increases the amount of feedback, but it can also promote higher level of thinking. "Peer assessment requires students to provide either feedback or grades (or both) 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 indetermining".[4]

This assessment enhances students' knowledge in producing written texts appropriately. With peer assessment, students' ability are constructed by learning, sharing, and negotiating with their peers. It gives them more comprehensive learning.

Based on the description above, the researcher takes this research entitled *Building Fluency in Writing II Based on Micro and Macro skills of Writing by Using Peer Assessment.*

The objectives of this research cover four points: 1) To explore the role of peer assessment to build students' fluency in writing II based on micro and macro skills of writing at TI.B class of IAIN Ponorogo in academic year 2016/ 2017; 2) To describe types of activity should be promoted in peer assessment to build students' fluency in writing II based on micro and macro skills of writing at TI.B class at IAIN Ponorogo in academic year 2016/ 2017; 3) To describe the effectiveness of peer assessment build students' fluency in writing II based on micro and macro skills of writing at TI.B class of IAIN Ponorogo in academic year 2016/ 2017; 4) To explore the strengths of peer assessment to build students' fluency in writing II based on micro and macro skills of writing at TI.B class of IAIN Ponorogo in academic year 2016/ 2017.

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[2] B. Setyono. Approaches in teaching writing designed by high school English teachers in Indonesia. *International Journal of Sciences: Basic and Applied Research,* Vol. 14 No. 1 (2014), 477-494. Retrieved from http://gssrr.org/index.php?journal=JournalOfBasicAndApplied.

[3] H.D. Brown. *Teaching by principles: an interactive approach to language pedagogy. 2nd ed.* (New York: Addision Wesley Longman, 2004)

[4] D. Spiller. *Assessment matters: self-assessment and peer assessment.* (The University of Waikato, 2012)

## THEORETICAKL BACKGROUND

### Teaching Writing

Principles of teaching writing are fundamental points affecting on students' succeed in producing English written texts. The principles of teaching writing conveys the points of what lecturers should consider in guiding writing classes.

The first is applying micro and macro skills in writing to achieve the goal of teaching writing II. Micro skill focuses on students' linguistic competence such as graphemes, orthographic pattern of English, efficient rate of speed appropriate word order pattern, and acceptable grammatical systems. While the broader sense of writing goal is accomodated on macro skills focused on cohesive devices in written discourse, rhetorical forms and connections of events and communicative, meaning and writing strategies.

Based on Indonesian Qualification Framework, the goal of writing II is to build students proficiency in producing unified and coherence essays. Students are facilitated to have ability in producing English written texts. In writing, there are some aspects that need to be considered, they are micro and macro skills.[5] Those skills have different categories to be implemented in writing. Micro skills include criteria which are exactly appropriate to be applied in imitative and intensive writing because it contains light rules for writers to be able to produce writing products like grammatical rules, vocabulary, and cohesive devices. On the contrary, macro skills are more complicated because it brings communicative function of texts, conveying links, connection and specific references, and also writing strategies. Macro skills are necessary to be applied in responsive and extensive writing.

### The Importance of Peer Assessment

Peer assessment or peer response, in Indonesia, is one of the new methods in teaching learning English in which is still rarely to be applied. Yet, it is actually important to improve students' capability in English, more in writing because it gives many benefits.

Lui and Hansenin in Kitchakarn supported the peer review for several reasons. First, the students have another reader for their written work, not only the teacher. Secondly, when students make errors they do not detect in their own work, they can avoid penalty. Thirdly, while evaluating other students' papers, they can improve their ability to judge their own writing. Kitchakarn also states that in the revising stage of the writing process, it requires various types of activities responding to students' written work including peer feedback or peer response. Feedback from the readers plays an important role for improving writing. Any suggestions got from the readers can reflect on the writers' performance, leading to writing improvement.

Ferris adds that from these theoretical perspectives, a number of practical benefits of peer response for L2 writers have been suggested by various authors: (1) Students gain confidence, perspective, and critical thinking skills from being able to read texts by peers writing on similar tasks, (2) Students get more feedback on their writing than they could from the teacher alone, (3) Students get feedback from a more diverse audience bringing multiple perspectives, (4) Students receive feedback from non-expert readers on ways in which their texts are unclear as to ideas and language, (5) Peer review activities build a sense of classroom community

In addition, the researcher concluded that the peer response is a student-centered, active learning strategy that increases student engagement in the course.

[5] H.D. Brown. *Teaching by Principles: an Interactive Approach to Language Pedagogy* (New York: Addision Wesley Longman, 2004), 220

**Fluency in Writing**

Fluency in this research is oriented to lead the second semester students to have ability in producing communicative written texts which is indicated by giving attention both on internal and external aspects of text; internal aspects mean giving attention on writing components in a different consideration and external aspects refer to considering some points out of the internal aspects that consist of flow of the texts; it is focused on how the message is delivered through the texts, communicative form and function of the written texts; it relies on the form of text types and how to use it, and contextuality of the written texts; knowing who the readers of the text are, described in the design of writing by considering the aspects of writing' s micro skills and macro skills.

These skills are the basic point in developing students' fluency in writing by considering the aspects of T-minimum unit, English rhetoric, and coherent devices, see on Table 1.

Table 1. Fluency in Writing

| Fluency in writing | | |
|---|---|---|
| No. | Aspects of Fluency | Description |
| 1. | Vocabulary | Students' use of language in terms of "the number of words |
| 2. | T-unit [Minimal Terminable Unit] | A set of words covers a meaningful expression |
| 3. | English rhetoric | English rhetoric *is defined as the speech* or writing intended to be effective and influence people. In Widiati, it covers topic, thesis sentences, paragraph, and essay mode. |
| 4. | Coherent devices | Cohesive device is a device which holds different parts of a thing together.<br>• In terms of communication, cohesive devices are typically single words or phrases that hold and hang different parts of the text<br>• These are basically tools of cohesion<br>• Function: The major function of cohesion is text formation.<br>• Helps in achieving unity of text as a semantic whole. unified whole of linguistic items |

**THEORETICAL FRAMEWORK**

Students have problems in writing because they do not have enough experiences to produce written expressions and are lack of micro and macro skills of writing.

The use of peer assessment in writing gives them a comprehensive learning by learning together, seeing and checking their work each other, sharing, and negotiating interactively which encourages them to get clarification, repetition, scaffolding knowledge and experiences, suggestions for their metalinguistic problems.

Thus, the use of peer assessment covers students' needs to write. Peer assessment is appropriate used to improve students who have the low ability in writing, see on Figure 1.

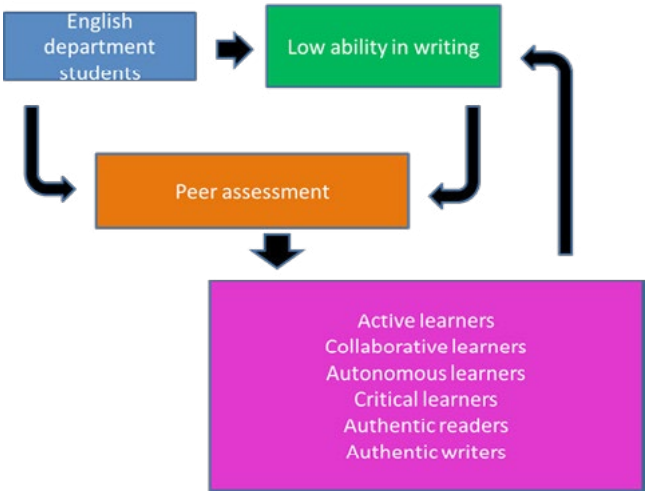


Figure 1. The use of Peer Assessment in Writing Class

To give description of peer assessment implementation, the flow of writing process by using peer assessment is displayed on Figure 2.

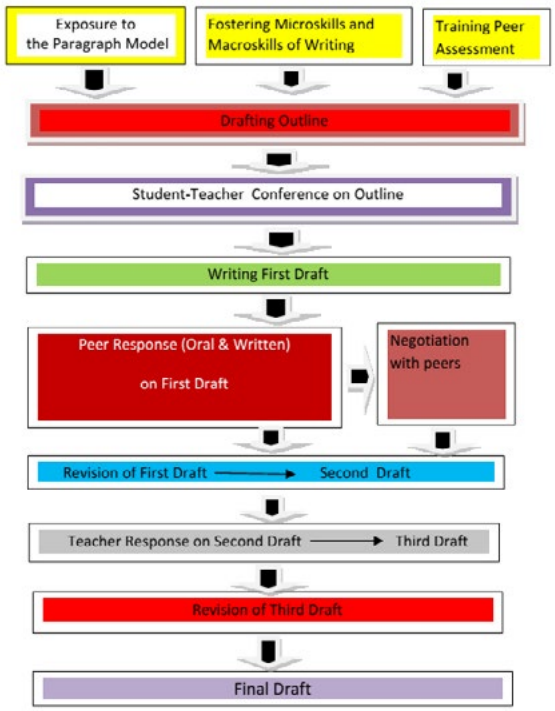


Figure 2. The implementation of Peer Assessment in writing II

The flow describes a general overview of implementing peer assessment in writing II which cover a process of learning, instructions, tasks, and the use of peer assessment as a meaningful assessment in the process of learning.

## RESEARCH METHOD

This is a mixed method research with the design one shot case pre-post test design. The subjects of this research are nine students of TI.B class in academic years 2016/2017. To collect the data some instruments, such as field note, observation, documentation and test were used.

Interactive analysis was applied to analyze qualitative data and statistical analysis ( t-test) was applied to analyze quantitative data comprehensively by involving program of SPSS 20.

## DISCUSSION

The process of collecting the empirical data was held during four meetings. To guide the researcher in getting the needed data, the researcher prepared the course grid of writing II for four meetings. Each of meetings gave emphasizing in using peer assessment in the process of writing production. Scheme of the course grid is seen on table 2.

Tabel 2. Scheme of the Course grid for Four Meetings

| Scheme of the Course Grid for Four Meetings | | | |
|---|---|---|---|
| No. | Meeting | Focus | Activity |
| 1. | I | Intrduction<br>a.Scaffold paragraph models<br>b.Scaffold micro and macro skills of writing<br>c.Scaffold of using peer assessment | 1.Building knowledge<br>2.Practicing to assess students' previous writing<br>3.Negotiating peer feedback<br>4.Revising the writing based on peer feedback |
| 2. | II | 1.Scaffold paragraph models<br>2.Scaffold peer assessment processes<br>3.Scaffold negotiation and clarification process | 1.Modeling<br>2.Assessing (activity meeting I point four).<br>3. Negotiating peer feedback<br>4.Conference (students & the lecturer)<br>5. Revising the writing based on peer feedback and conference result (Homework) |
| 3. | III | 1.Scaffold paragraph models<br>2.Scaffold peer assessment processes<br>3.Scaffold negotiation and clarification process | 1.Joint constructions<br>2.learn with group members (a) outlining, (b) drafting<br>3. Assessing (each other).<br>4. Negotiating peer feedback<br>5. Conference (students & the lecturer)<br>6. Revising the writing based on peer feedback and conference result (Homework) |
| 4. | IV | 1.Scaffold paragraph models<br>2.Scaffold peer assessment processes<br>3.Scaffold negotiation and clarification process | 1.Independent constructions<br>2.learn with group members (a) outlining, (b) drafting<br>3. Assessing (each other).<br>4. Negotiating peer feedback<br>5. Conference (students & the lecturer)<br>6. Revising the writing based on peer feedback and conference result (Homework) |

Progress of the students during the four meetings is described on tables 3, 4 and figures 3, 4. They display students' performance on each meeting.

Table 3. Classification of Students' Achievements during Four Meetings

| No. | Meeting I | | | meeting II | | | Meeting III | | | Meeting IV | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Go | E | P | G | E | P | G | E | P | G | E | P |
| 1 | | v | | | V | | v | | | v | | |
| 2 | | v | | | V | | | V | | | v | |
| 3 | | v | | | V | | | V | | v | | |
| 4 | | v | | | V | | v | | | v | | |
| 5 | | v | | | V | | v | | | v | | |
| 6 | | | V | | V | | | V | | | v | |
| 7 | | v | | V | | | v | | | v | | |
| 8 | | v | | | | v | | V | | v | | |
| 9 | | | V | | | v | | | v | | v | |
| Total | 0 | 7 | 2 | 1 | 4 | 2 | 4 | 4 | 1 | 6 | 3 | 0 |
| % | 0% | 77% | 22% | 11% | 44 % | 22% | 44 % | 44 % | 11% | 66% | 33 % | 0% |

Note:
G = Good
E = Enough
P = Poor

Distributions of data on table 3 are also described on Figure 3. This figure gives general description of students' ability in this research during all meetings.

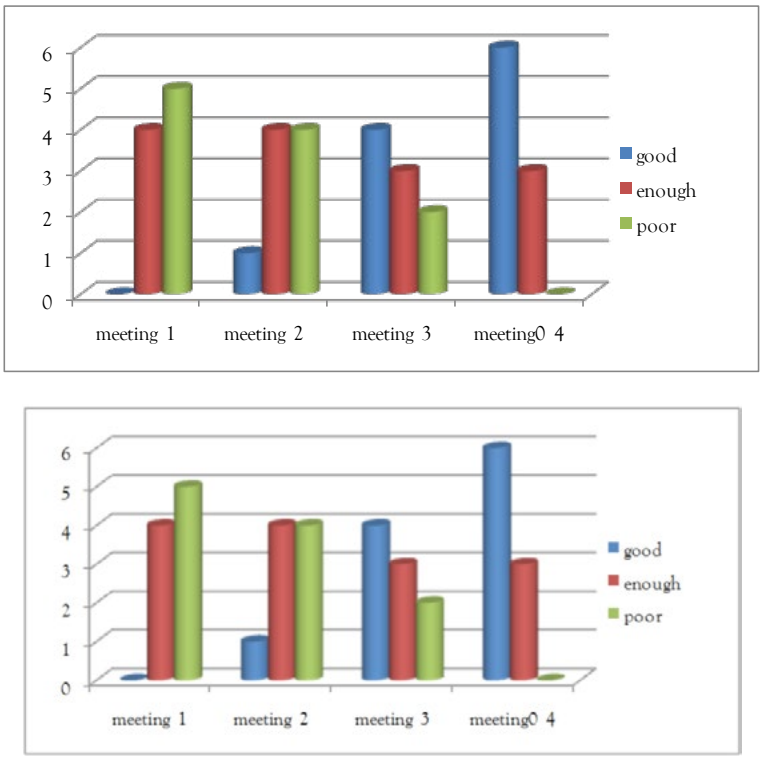


Figure 3. Classification of Students' Achievements during Four Meetings

From the first to the last meeting, distributions of the data show that there are positive results on students' learning experiences. It is found that students have improvement on their writing ability on each meeting. At the first meeting, many students have difficulties to write paragraphs. At the second meeting, no significant improvement found on students' writing. At the third meeting, students show positive results on their works. At the end of meeting, most of students have solution to overcome difficulties in writing, see on Table 2 and Figure 2.

Table 3 and Figure 3 display the results of pre-test up to post-test. Pre-test results show many students have difficulties in producing fluency of their paragraphs. Their scores indicate their weaknesses in writing. Many of them have difficulties in developing and organizing ideas. Post-test results show students' problems in writing are covered. Most of them have good results in writing.

Distinction of students' achievement is clearly found at meeting I and IV. At meeting I, no one was able to write well, seven students wrote texts not so well, and two students wrote the paragraphs in poor expressions. The different condition was found at meeting IV in which none of students wrote paragraphs poorly. Even six of them were able to write good paragraphs, and three of them still needed to explore their skills in writing.

Table 4. Achievement at the First vs the Fourth Meeting

| No. | Name | Meeting I | | | Meeting IV | | |
|---|---|---|---|---|---|---|---|
| | | G | E | P | G | E | P |
| 1. | Az | | v | | v | | |
| 2. | De | | v | | | v | |
| 3. | Su | | v | | v | | |
| 4. | Se | | v | | v | | |
| 5. | Ja | | v | | v | | |
| 6. | Am | | | v | | v | |
| 7. | Zi | | v | | v | | |
| 8. | Yu | | v | | v | | |
| 9. | Ti | | | v | | v | |
| Total | | 0 | 7 | 2 | 6 | 3 | 0 |

Note:
G = Good
E = Enough
P = Poor

Figure 4 also shows the different results of students' performance at the first time before the treatment given and at the fourth meeting after students had experiences to conduct peer assessment in doing writing tasks.

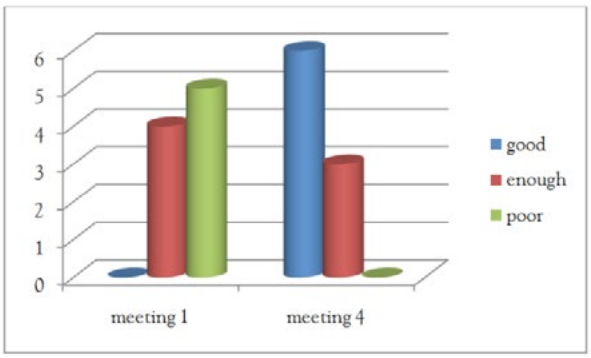


Figure 4. Comparing Students' Achievement between the 1st and the 4th Meetings

This research was conducted in four meetings. Each meeting indicated by doing the different focus and students achieved gradual progress on each meeting. Findings of this research are:

1. Peer assessment solves the problems of the low ability students. This assessment provides learning with the detail and regular feedback, which makes students learn together by sharing, checking each other, getting clarification, and negotiating.
2. Peer assessment promotes constructive and interactive activities. This assessment builds student's zone of proximal development and a student's capacity to maximize the actual performance by conducting collaborative learning,.
3. Peer assessment contributes to minimize students' apprehension in writing. It leads a student to have building self-esteem. A student as a writer are free to express his/ her idea in the written expressions since no judgment is giving in the process of giving feedback
4. Peer assessment is effective to build students' fluency in writing II. Students are trained to conduct assessment in the writing class to gain the better learning quality. Learning is focused on fluency to form than form to correctness. It is found that the use of peer assessment is effective to build students' fluency in writing. If t-test is ≥ than t-table, so Ho is rejected and Ha is accepted, it means that the coefficient is significant. It is found t-test of post test is 34, 901 with $\alpha = 0{,}05$ and t-table is 1,895. The decision is t- test ≥ t- table = 34, 901 ≥ 1,895. So, Ho is rejected and Ha is accepted.

## CONCLUSION AND RECOMMENDATION

### Conclusions

The use of peer assessment is meaningful to build students' fluency in writing II for some reasons:(1) Peer assessment solves the problems of the low ability students (learning from the detail and regular feedback), (2) Peer assessment promotes constructive and interactive activities (building student's ZPD), (3) Peer assessment contributes to minimize students' apprehension in writing ( building self-esteem), (4) Peer assessment is effective to build students' fluency (focused on fluency to form than form to correctness).

### Recommendations

Based on the results of this research the researcher recommend for: (1) Writing Lecturers; lecturers apply this assessment in writing class to provide students with the appropriate and meaningful assessment, (2) Writing Course; this assessment is worth used to improve quality of students' writing by getting continues and comprehensive assessments, (3) Students; Students are able to foster their ability to produce fluency in writing, (4) Institution; institution provides more facilities and references to the lecturers and students to broaden their view point in fostering ability and knowledge of teaching and learning writing

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