

## **CHAPTER II**

### **PEER RESPONSE TECHNIQUE AND STUDENTS' WRITING REPORT TEXT**

#### **A. Peer Response Technique**

Writing has never been done in one stage. It is always involved the written tasks as the whole process, from the starting point to final draft or the written product. It is important for writing teachers to understand how process of writing works in order to help students increase problem-solving skills when the students get involving in each stage and give the students the chance to develop their ability in thinking process. In order to reach this aim, the researcher chose one of technique which could be used in teaching writing in the classroom. That was peer response technique. According to Hansen and Liu (2005:31) said that:

Peer response can be defined as the 'use of learners as sources of information, and interactants for each other in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing.

Based on the statement above, the researcher can assume that students can share and take responsibilities for their works together with their peer in groups. They also have their own roles in groups, either as a writer who receives comments or feedback or as a reader who gives the comments or feedback. As Nancy Reese-Durham cited in Todd and Hudson (2007:40) stated that "by

allowing the students to evaluate their classmate's first draft, it can help them reduce the intimidation and loss of self-esteem that may occur when the professor or the teacher marks the first version of the students' written assignments".

As a part of the process approach to teaching and is widely used in both, second language and foreign language contexts, peer response is also referred to by many names, for example peer feedback, peer editing, peer critiquing, peer evaluation, peer review, peer revision or simply group work. (Hansen and Liu, 2005:31; Keh, 1990:295; Zhang, 2008:47). Keh (1990:295) added that "each name connotes a particular slant to the feedback, mainly in terms of where along the continuum this feedback is given, and the focus of the feedback".

Additionally, peer response can be said as a technique that employed by cooperative learning approach. It is related to Nelson and Murphy as cited in Kitchakarn (NY:71) said that "peer response is a pedagogical cooperative learning technique commonly associated with teaching of writing using the process strategy, in which students provide feedback on their friends' written drafts, receiving the comments to improve their own writing in return". It means that as part of pedagogical cooperative learning strategies, peer response provides opportunities to students to work in group for generating ideas, to collect and organize materials cooperatively, to give and receive peer feedback and to allow the direct readers from their friends other than the teacher.

In applying peer response technique, the students got comments or feedback. Feedback is required either from the writing teacher or from students' classmates. According to Keh (1990:294) declared that "feedback can be defined as input from a reader to a writer with the effect of providing information to the writer for revision". Based on the statement, the researcher assumes that by peer feedback, the students can have deeper insight or input and assure their improvements about what they have been written from the feedback. It also gives the opportunity for the students to work cooperatively among them and to find out the solution to their difficulties in writing by analyzing their friends' work and input. Feedback has influence and positive effects to the student writers for revisions. As Paulus' results cited in Ferris (2003:82) show that "feedback, whether from peers or teacher, has much more influence on student revisions, and it can be speculated that feedback has positive effects on student writing".

In addition, peer response can be used in teaching students writing about how to revise and edit their writing by using their peers' view in order to get deeper insight and improvements about what they have written. As Schaffer (1996:89) said that peer response technique is a technique which allows the students writers get insight into what readers are thinking as they read the paper. It means when student writers write, they want their readers to be thinking a certain way as they follow the ideas, and peer response shows to the writers that whether or not they do it successfully. Peer response points out where writers'

assumptions go wrong and highlights problems in hope that the writers do not do them again in the next essay.

As mentioned above, the main activity of peer response is in revising and editing phases. It can be described that in the former stage, the students get the opportunity to revise the content according to comments or feedback from their peer. They also consider that it is right to revise. Related to this stage, the students can check the content of generic structure of report text they have done. In the latter stage, they can change their drafts and make it better quality based on the result of revising stage. The students have to concentrate on the grammar and vocabulary of their writing including the use of simple present tense, the words, technical terms and others language features of report text.

Peer response technique has advantages and disadvantages. According to Ferris (2003:70-71) who have summed up a number of advantages and disadvantages of peer response for second language writers:

1. The advantages of peer response including:
  - a. Students gain confidence, perspective, and critical thinking skills from being able to read their peers writing texts on similar tasks. By reading their peers' writing, the students can compare their writing with others and they would know that theirs are better or worse than their peers'.
  - b. Students get more feedback on their writing. When applying this technique, the researcher found out that the students got feedback not only

from the teacher alone but also from their peers whether in their own group or from other group who has given comments to their assignments.

- c. Students get feedback from a more diverse reader bringing multiple perspectives. Every reader has different comprehension and perspectives in which it brings multiple considerations for students to revise their writing.
  - d. Students receive feedback from non-expert readers (such as their peers who have the same level in knowledge and age) in which their texts are unclear as to ideas and language. As a result, they get comparison in which it could be right or wrong to revise.
  - e. Peer review activities build a sense of classroom community. These can be caused by students can share and take responsibilities for their works together with their peer in groups.
2. The disadvantages of peer response are:
- a. Student writers do not know what to look for in their peers' writing. This can be caused by their lack of the objective and aspects of the writing that necessary to be corrected, as the result they do not give specific helpful feedback.
  - b. They are either too harsh or too complimentary in making comments. Based on the finding, it is because they give comment to their friends at the same level with them either in knowledge or age. So they feel low honorable to their friend and high self-esteem. In other words, the students

did not take the lesson seriously and for some students they did not have enough knowledge to give comments or feedback.

- c. Peer feedback activities take up too much classroom time or the corollary complaint that not enough time is allotted by teachers and the students feel rushed to give feedback.

Based on the advantages and the disadvantages of peer response above, the researcher concludes that peer response technique can be applied in teaching writing report text to the students. Peer response technique can make the students confident to their own writing by allowing them to read and get comparison to their peers writing who have same level in knowledge. The students also can get critical thinking skills by giving comments and feedback to their peers work. In other side, in applying the technique, the researcher must make sure that the students know what kind of comments or feedback they must give to their friends, and fit in the available time with every step in applying peer response technique.

In order to get peer comments, peer response has some different modes that are available for teachers to choose. Hansen and Liu (2005:33), as follows:

1. Oral mode - the reviewer reads the writing draft paper and then orally gives comments.
2. Written mode - the reviewer reads the writing paper and writes comments to give back to the writer.
3. Written plus oral - the reviewer reads the paper and writes comments and then orally discusses the comments with the writer.
4. Computer-Mediated Communication (CMC) is a method of using computers in human communication.

In this research, the researcher applied written mode because it can support this research purposes.

## **B. The General Concepts of Writing**

### **1. The Nature of Writing**

Writing is one of ways to communicate in our daily life. Writing is an activity that can usefully be prepared to learn besides the other skills of learning English, such as listening, speaking and reading. As a productive skill, writing is very useful for students because it can convey their message in their minds in the written form.

In foreign or second language, writing is not only a process but also a product and encourages a focus on formal text unit or grammatical features of texts. Based on Hyland (2009:19) says that “writing is a creative act of discovery in which the process as important as the product to the writer”. In line with that, Linse (2005:98) stated that writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.

In accordance to process and product of writing, both are important things must be involved in writing. The former is related to the processes of writing. It is an attempt to take advantage of the nature of writing to give students a chance to think as they write. For the latter is the ultimate goal of



writing. The final product of writing is the reason why students have to go through the processes of writing.

When students write their words down in a paper, they have already been thinking about what they are going to write and how they are going to write it. Then after they finish their writing, they read over what they have written and make changes and corrections. According to Oshima and Hogue (1997:2) stated, “writing is a progressive activity”. It means that student have decided something before they write it and sometimes they make changes and corrections in their writing. It is also shows that writing includes some steps in its production.

Based on the definitions of writing above, it can be stated that writing is one of the language skills which need a set of thinking processes in discovering and generating the ideas in order to express thought, message and information into a good product of comprehensible written words in a paper.

## **2. The Types of Writing**

Naturally, the type of writing exists in the native language based on an important factor in determining it. It is to make students easier learn to write. According to Marry Finnochiaro as cited in Hidayati (2010:8), there are two types of writing:



a. Factual or Practical Writing

This type of writing deals with facts. Factual writing includes advertisements, internet web sites, current affairs shows, debates, recipes, reports and instructions. They present information or ideas and have aim to show, tell or persuade the audience. The student writers can find it in the writing of a letter and summaries.

b. Imaginary Creative Writing

This type of writing usually exists in literature. They are constructed to appeal to our emoticons. Literacy writing can make the readers laugh or cry, think about their own life or consider their beliefs. There are three main text types in this category: narrative, poetic and dramatic. The examples of imaginary writing are novel, romance, fantasy, science fiction adventure, etc.

Based on the explanation above, the researcher chose one of the types of writing. The type is factual writing. The researcher chose this type based on the aim of the research, improving the students' writing in report text and report text is one of the text types that belong to factual writing.

### 3. Process of Writing

As mentioned before that writing is a progressive activity. It means that writing is never constructed by one step in action. It involves several steps that start when students make decision to generate their ideas, write

them down in a paper for the first time as first draft, then take revision for second draft, and then they revise the ideas until they make a meaningful writing end-product. But very often, they do not discover what they want to write about until they explore their thoughts in writing. “The point is that writing is often a process of exploration and continuing discovery” (Langan, 2010:12). Therefore, writing is never done in one easy step but in a series of steps.

Writing process is the several actions which have to be done by a student writer if he/she wants to write. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers (Linse, 2005:98). As Olson cited in Linse (2005:98) added that “the concept that writing is a process is very useful to young writers”. Introducing the stages of writing to students is important to develop the quality of the composition students’ writing skill.

In accordance to explanations above, some experts, Crawford, *et al* (2005:116); Linse (2005:102); and Seow (2002:316), have divided writing process into several steps, they are prewriting or rehearsing, drafting, revising, editing and publishing. In line with that, Langan (2010:17) has similar steps, but he does not include publishing. It might be because publishing does not happen with every piece of writing (Crawford et al., 2005:117). The steps are:

## 1. Prewriting

Before students write their ideas, thoughts, or information in paper, they have to gather them first. According to Linse (2005:105), “for every piece of writing there is always a prewriting activity”. Prewriting is the first step in the writing process where the students gather ideas to write, collect information or thoughts about the topic and stimulate the ideas or thoughts to get started. In line with that, Kane (1988:35) said that “prewriting involves exploration and discovery”. They just write anything down at the paper that comes to their mind related to the topic. Prewriting is an essential writing activity, regardless of the genre or the content area.

Prewriting also encourages student writers in deciding what to write about so that they can organize their thoughts. According to Widodo (2008:103-104) summed up that, “the main goals of prewriting are to help the students organize their ideas and to train the students to plan what they are going to write so that they can develop their ideas into completed essays easily and precisely”. According to statements above, the researcher concludes that the goal of prewriting is to emphasize what students know about their topic and the ideas about that, plan them, and prepare them for drafting process.

## 2. Drafting

A draft is an early version of a piece of writing. The students need to write and rewrite again. Kane (1988:34) said “draft is not the end product or final version”. The student writer main purpose is to develop ideas and to work out a structure. It is tentative and imperfect. They do not need to put full concern on proper spelling, conventional punctuation, or the exact word. According to Linse (2005:102) declared “the objective of this stage is to get the ideas on paper as quickly as possible”. In other words, they do not need to pay much attention to appropriate language, grammar and spelling. They need to focus on the fluency of writing, not on the grammatical accuracy.

Students can also put in additional thoughts and details that do not emerge during the prewriting. They need to focus on the ideas they want to convey to the reader(s), the purposes of writing, and appropriate ways in conducting the ideas interrelated to the topic. Their main concern at this point is to state their main idea clearly and develop the content of their paragraph with plenty of specific details. In this case, this stage promotes the fluency of ideas so that a certain writing task can smoothly be completed.

### 3. Revising

Revising means that students review and rewrite a paragraph or paper, building upon what has already been done in order to make it stronger. Widodo (2008:104) added that “they re-examine what has been written to view how effectively they have communicated their meanings to readers”. Revision is considered to be the most important stage of the writing process. Murray as cited in Torwong (2003:24) contended that the revision is the “heart” of the writing process. In other words, of all four major stages of the writing process, revision is considered the most important stage in which the written draft is improved to become a better piece of writing than the original or first draft. As a result, it allows student writers to carefully review and rewrite their composition so that it is comprehensible according to the purpose of their writing.

Revising is making students’ written work better. According to Chadrasegaran as cited in Torwong (2003:23) said that revision refers to activities of reviewing a written text with the aims of modifying and correcting it in order to produce grammatically acceptable and coherent discourse. It is not correcting grammar and spelling, but rather the phase in which the student writers move ideas around, expand upon them, cut out nonessential parts, and sometimes add some words in order to make their ideas to be clearer. Langan (2010:27-28) said that “there are two stages to the revision process:

- a. Revising content, to revise the content of the paragraph, the writers can ask the following questions: (1) Is my paragraph unified? (2) Is my paragraph supported by specific evidence for each supporting point? And so on.
- b. Revising sentences, to revise individual sentences in the paragraph, the writers can ask the following questions: 1) Do I use specific words? 2) Do I use active verbs? And so on.

#### 4. Editing

The next stage in the writing process is editing. At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. According to Anthony Seow as cited in Richards and Renandya (2002:318) said that “formal editing is deferred till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stages”. Editing refers to checking a paper for minor mistakes related to grammar (i.e., tenses or subject-verb agreement), spellings, punctuations, usage, contractions and sentences structure and accuracy of supportive textual material such as quotations, examples and the like. In other words, editing is the stage in which the students consider the feedback they receive, then review their work, improve and correct it.

During this stage, paragraphs or pages may sometimes be cut or added, and the composition may have to be re-edited to ensure coherence. According to Crawford et al. (2005:116) said that “editing is the process of making a composition presentable before it is made public”. They added that editing consists of three points:

1. The discipline to ensure that the paper be correct
2. The ability to find errors
3. The knowledge to correct errors

Additionally, Williams (2003:119) has explained that editing activity is one of the harder parts of writing, because the writer deals with sentence-level concern such as spelling, punctuation and usage. Thus, the goal of this activity is to produce well-written essays before the students submit the work to the teacher.

Based on the explanations above, the researcher concludes that the process of writing consists of four stages, such as; prewriting, drafting, revising, and editing. Based on all stages of these writing processes, revising and editing is the most important of writing skill because they include students' writing ability on applying these stages. These processes are aimed to see how effectively they have communicated their meanings to readers and to know their ability in constructing sentence structures.



## C. Report Text

### 1. The Definition of Report Text

Report text is a kind of text which has social function to describe the way things are, which includes some facts as a result of an observation and analysis. According to Mark Anderson and Kathy Anderson cited in Hidayati (2010:16) stated that “report is a piece of text that describes the way things are, with reference to a range of natural, man-made and social phenomena in our environment”.

A report presents information about a subject and describes something in general or an entire class of things. According to Young (1998:22) stated that “reports are essentially descriptions that classify and describe things in general and specific term”. It has logical sequence of facts and they are mentioned without any personal involvement. A report usually talks about something concrete or which can be observed such as animals, plants, planets, and natural disasters which including about living things like plants and animals and non-living things like rivers, mountains or oceans.

Report can be written in textbook, encyclopedias, scientific magazines, historical texts, factual reading books, classroom lesson, environment programs, TV documentaries, magazines, etc. Within writing report text, students have to write something decent to report by researching and analyzing something.

Based on the statements above, the researcher assumes that report text is a kind of text which describes the way things are, with generally describe an entire class of things and specific terms based on an observation and analysis results with reference to a range of natural or manmade and social phenomena in our environment.

## **2. The Purpose of Report Text**

There are various types of texts. Each text type has a common way of using language. Each has a particular communicative purpose. According to Young (1998:23) declared that “the purpose of report text is to classify and/or describe general classes of phenomena”. Report text is presenting information about something in general and it is as a result of systematic observation and analyses. Report text has function to give description that classifies and describes things in general and uses specific terms.

## **3. The Generic Structure of Report Text**

The different stages in the schematic structure of a text make a particular contribution to the text in achieving its communicative purpose. In structuring of report text, the ordering process works in several ways: first, it generally names the thing, classifies it, and then it deals with its attributes, behaviors, functions and so on. The students should master the generic structure of report text before they write a report text.

Moreover, a report text has two generic structures, they are:

1) General Classification

General classification or general information of report text tells about introducing the thing or phenomenon that will be talked about. It starts with classification of general aspect of thing; animals, plant etc which will be discussed in general.

2) Descriptions

A description of report text explains about elaborating and reporting on the subject in details or specific. This description stage is often divided into paragraphs which focus on specific aspects of phenomenon being described (for example appearance, parts, functions, behaviors, and habitat). Descriptions of report text also called as bundles of more specific information.

According to explanations above, the researcher assumes that report texts deal with general classification that states the things or phenomenon in general under discussion meanwhile description explains about the particular thing and its attributes in details.

#### **4. The Language Features of Report Text**

Besides having communicative purpose and generic structure, report text also has linguistics features that support the form of a report text. Recognizing the features of different text types plays an important role in both

reading and writing. The common grammatical features of an information report including the use of technical language, simple present tense and generalized terms (Young, 1998:23). Relating to technical language in report text, Young (1998:22) has said that “the language of information reports often reflects of the subject being discussed, for example the terms in meteorology such as ‘average rainfall’ or ‘cold front’ would be the technical terms used rather than saying the ‘how much it rains’ or ‘the bit where it gets cold’.”

Relating with the using of tenses in report text, the tense used in a report text is the simple present tense. According to Knapp and Watkins (2005:98) said that “when describing things from a technical or factual point of view, the present tense is predominantly used”. It means that when describing a thing in a report the student writers mostly use present tenses, one of them is simple present tense. The simple present tense is used to give general truths and habitual actions (for example everyone knows kangaroos eat grass and plants. Everyone also knows that the tiger eats meat, but the tiger does not eat grass and plants. And everyone also knows that whales are sea-living mammals). In line with that, Doddy, *et al.*, (2008:15) said the use of simple present tense in a report text is to define something. Report texts also use past tense if the things are extinct.

Then, report text also uses rational verbs/relating verbs when classifying and describing appearance, qualities, and parts (including its functions) of phenomena. In order to give detail description, relating verbs

such as (*has, have, is, am, are*) is used for classification. For example, turtles do not *have* teeth, they *have* a sharp beak instead; and a tiger *is* a wild animal. Relating to the verbs that using in report text, report text uses action/behavioral verbs also when describing behaviors or uses, for example in these sentences; the queen ant *lays* the eggs and snakes often *sunbathe* in the sun.

Another common grammatical patterns or language features in writing a report text that is report text generally deals with classes of things (general nouns), rather than individual things (particular nouns), for example, *hunting dogs*, rather than, *our dog*. In other words, Young (1998:22) said that "the terms are generalized that refer to general things, such as 'drought occur' rather than saying the 'there was a drought last year'." All of those language features are often written in the present tense in order to give the idea of timeless truth. Report texts are also often accompanied by photo, diagrams, maps, and illustrations in describing the subject being explaining or discussing.

## 5. The Example of Report Text

Here the example of Report text:

**The Elephant** → **Title**

The elephant is the largest and strongest of all animals. Elephant is a kind of herbivore animal that can be found in many places such as savannah, forest, desert, and swamp area around Africa (Sub-Sahara area), South and South East Asia. It is a strange looking animal with thick legs, huge sides and back, large hanging ears, a thin tail, little eyes, long white tusks and above all it has a long nose or trunk.

**General Classification**

The trunk is the elephant's peculiar feature, but has various uses. The elephant draw up water with its trunk and can squirt it all over its body like a shower tap. It can also pick leaves and put them into its mouth. In fact the trunk serves the elephant as long arm and hand. An elephant looks very-clumsy and heavy, but it can move very quickly.

**Description**

The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carrying heavy loads, hunting for tigers and even fighting in war.

**Description**

**Adapted from** (Soal Ujian Nasional 2006/2007).

#### **D. Skills in Writing Report Text**

There are some skills need to be mastered by the students in writing report text. According to Heaton (1990:135) stated that there are five skills necessary for writing ability that appropriate for testing students' writing, they are the judgement (organization) skills, treatment of content, vocabulary skills, language use (grammar), and mechanical skills in writing text. In order to make these skills and the purpose of research to be relevant, the researcher took and adapted four of them with some modified. The components are included as followed:

1. Treatment of content skill

This skill refers to the ability to write ideas, thought, and information in logical sentences. As Heaton (1990:135) said that content skill is the ability to think creatively and develop thoughts, excluding all irrelevant information. It also includes how far the student writers master their subject of lesson in their real life. In other words, this ability measures how far students knowledge about the subject of the lesson materials.

2. Judgement skill

Related to this skill, this research involves students' abilities in organizing relevant information of the lesson materials in constructing report text. According to Heaton (1990:135), judgement skill is the ability to write in an appropriate manner for a particular purpose with a particular audience in mind together with an ability to select, organize and order relevant



information. This skill related to both general classification and descriptions of report text. For the former, the researcher observed about how the students organize their ideas and give relevant information related to assigned topic in general. For the latter, the researcher observed how the students organize the supported ideas in description of the features of the subject in report text. These ideas related to the shape/form, parts (and their functions), habitat, habits or behaviors, and types or the qualities (the benefits for people) of the subject.

### 3. Grammatical skill

It is necessary for students to master grammatical skills in writing report text. This grammatical skill is necessary when student want to write their words to be appropriate and meaningful sentences based on it grammatical area. According to Brown (2000:362), “grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. It includes the components of words, such as prefixes, suffixes, roots, verb and noun endings, etc”. In accordance to learning grammar, Heaton (1990:135) said that grammatical skill is the ability to write correct and appropriate sentences. In line with the explanation about language features before, the uses of grammatical skill in this research focus on the construction of simple present tense sentences that including verb agreement, general nouns, and the using of correct word order in simple present tense.

#### 4. Vocabulary Skill

In writing process, the students sometimes find difficulty in getting the meaning either in low-frequently or high-frequently words. Their difficulty is not only for the word itself but also for the entirely meaning as a sentence. This difficulty can be caused by their lacks of vocabulary. According to Brown (2000:305), “vocabulary is less limited. It is because writing allows more processing time in order to be precise in and simply because of the formal convention of writing. As the result, lower-frequently words often appear”. Based on those statements, the researcher includes the important of using vocabulary as one of the criteria that the students have to master in writing report text. This involves the ability in using effective word choice, relating and behavioral verbs, and technical terms of report text.

#### 5. Mechanical Skill

The last of five skills in measuring students writing is mechanical skill. Mechanical skill is the ability to use correctly those conventions peculiar to the written language, such as punctuation and spelling, but test of punctuations and spelling have often tended to inhibit writing and creativity. (Heaton, 1990:135). However, it does not mean that mechanical skill is not important to master. According to Weigle (2002:5) said that the conventions of language are frequently seen as secondary matters to be addressed after

matters of content and organization. Based on the reasonable statements above, the research did not measure the mechanical skill in this research.

Based on aforementioned explanations, the researcher observed four main points of students' abilities in writing report text based on Heaton's categories. The researcher then modified and developed the categories into five skills categories, they are; (1) the students' ability in writing and developing the content, specifically in involving relevant information of the subject to the topic learnt, (2) the students ability in organizing the ideas and relevant information in general classification, such as classifying the subject in general, (3) the students ability in organizing the ideas and relevant information in describing the subject, (4) the students ability in using correct grammatical aspects, such as construction of simple present tense sentences that including verb agreement, general nouns, and the using of correct word order in simple present tense, and (5) the students ability in using good words choose (vocabulary) that used in report text, such as the using of relating and behavioral verbs, and technical terms of report text.

#### **E. Teaching Writing Report Text by Using Peer Response Technique in SMA Negeri 1 Tebas**

In order to get the goal of respond students' composition, the teacher allowed students to work together to form their own knowledge and to get their peer feedback. As Hinkel (2004:5) states "the goals of respond students' composition are to make them aware of their errors and improve their noticing

skill, which will influence in creating independent writers at the end”. Based on that statement, the researcher made the students to be carefully in doing their tasks and improving their writing skills based on their comprehension and considering their friends’ feedback.

Here, the researcher served a model of procedures of applying peer response as the guidelines in teaching writing. Following are peer response activities in writing process adopted from Berg as cited in Ferris (2003:169) as followed:

1. Create a comfortable classroom environment.
2. Explain the role of peer response in the writing class.
3. Discuss how professional writers use peer response.
4. Share how you (the teacher) utilize peer response in your own writing/teaching.
5. Model peer response with the whole class using a sample text.
6. Discuss (in)appropriate vocabulary and expressions for peer feedback.
7. Introduce the peer response form.
8. Practice the process by having groups of students write a paragraph collaboratively and then having another group critique it for revision.
9. Facilitate conversations among readers, writers, and the teachers about the feedback process.
10. Discuss strategies for implementing peers’ feedback in revision.
11. View and discuss video clips of a successful and an unsuccessful peer response session.

Based on the procedures above, the researcher modified and omitted some steps in applying the technique. The researcher did this because of the appropriateness in applying this technique to the allocated time (the researcher had not available time to discuss how professional writers use peer response), the students’ ability (for example in discussing the strategies for implementing peer’ feedback in revision) and the availability of the materials (for example the

researcher could not find the video clips of a successful and an unsuccessful peer response session to view or discuss).

In order to make the application of peer response in writing a report text to be clear and suitable for the research, the researcher modified the steps above into: 1) The students are divided into small groups consisting of four to five students for each group; 2) The teacher prepares a set of picture and guided questions; 3) In groups, as a brainstorming activity, the students discuss the pictures given and find out the answers of the questions provided. For example, “What is the name of the animal in the picture?” (An elephant, for example). Then, they write down words and phrases that they use to answer the questions. Meanwhile, the teacher writes the necessary vocabulary on the board as a clue to the answers, such as tusk, trunk, herbivore animal, draw up water, carrying heavy load, intelligent animal, etc. 4) In groups, the students discuss the answers to others questions such as: a) What does it look like? b) Where does it live? Or where can we find this animal? c) What is this animal special feature? d) What is its function? e) How many subspecies of this animal? f) What are they? Describe at least one of them! (all of the questions based on the pictures). 5) Each student takes some notes based on the result of the discussion in his/her group; 6) The students write a draft of report text individually based on the result of the discussion which already been discussed before. The students are assigned to write report text including its features such as generic structures, the simple present tense, etc. in order to be observed by the other group. 7) After finishing

the draft, the students exchange their draft to the members of other group. 8) Each groups give comments or feedback to other groups' writing in content, generic structures of report text such as general classification and description of report text, vocabulary and grammar by filling the peer response sheet; 9) Before the students give their comments and responses, the teacher gave guidelines in giving correct suggestions and comments for the students to write their feedback based on the criteria in peer response sheet; 10) After the students get some feedback from the other group, the students discuss the feedback they have in their group in order to ensure that all members of the group agree to the feedback; 10) The last, after the students discussing the feedback, the students re-write their report text individually based on the feedback, comments and responses they have before the submission to the teacher.

