

**CONCEPT MAPPING IN GROUP OF PEER REVIEW ON STUDENTS'  
WRITING SKILL**

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# CONCEPT MAPPING IN GROUP OF PEER REVIEW ON STUDENTS' WRITING SKILL<sup>1</sup>

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## ABSTRACT

This current research is conducted in order to find out whether there are any changes in students' writing achievement before and after the implementation of concept mapping and what problems do the students face in the implementation of concept mapping in peer review on writing achievement. This quasi-experimental research uses one group pre-test post-test design. It applies concept mapping in a group of peer review on students' writing skill. The samples, who are taken purposively, are 25 students of the tenth grader. The instruments used in this study are writing pretest and posttest and interview. Based on the calculation, the pretest that consists of 25 students has a mean score of 68.80 and the posttest has mean score 75.00. Based on the calculation, both on the significance level of 0.05 and 0.01  $t_{\text{calculation}} > t_{\text{table}}$ ,  $H_0$  is rejected and  $H_a$  is accepted. It means that there is a significant difference after the implementation of concept mapping in teaching the writing to the students. It can be concluded that the implementation of concept mapping in the group of peer review is effective to increase student's writing achievement. The students' writing achievement after using concept mapping in the group of peer review is increased. Shortly, the implementation of concept mapping in the group of peer review affects the students' writing skill. The students are easier in framing before they wrote a sentence. The writing process makes the students interested in. As a result, the students can relate vocabulary words to their own background or experience. Thus, it involves students in thinking, reading, and writing. At last, it engages the students as an active learner that can improve their writing skill.

**Keywords:** *Concept Mapping, Group of Peer Review, Writing Skill*

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## INTRODUCTION

In language learning (especially English), there are four skills became the primary focus on the process of learning i.e. listening, speaking, reading and writing. Mostly, learning the language in Indonesia emphasizes more on memorization rather than understanding. It felt less support in preparing a person to be able to use the language in discussions with others and to academic affairs. Writing is a skill of the fourth after listening, speaking and reading to be taught in high school. Therefore, it can be said that writing skill is important to learn. Through writing the students are able to express their experiences, share ideas and feelings. However, writing skill is regarded as a difficult skill. It is different from speaking which can run naturally. When students want to be good writers, they should give great efforts.

According to the Brown (2001) said that the process of writing is more complicated and completely different from speaking which most people are aware of. There is a set of competencies they need to master to make a single piece of writing. It can be inferred that mastering writing skill is not easy. The students should know aspects of writing. The aspects will help the students how to write well.

Writers must pay attention to the rules in writing. There are some aspects which must be considered namely content, organization, vocabulary, language use, and mechanics. Content means everything which is contained in a paragraph or writing. The organization is a plot which the writer expresses through a paragraph. Vocabulary is words which are used in writing. Language use is connected to the rules on how to make a good sentence such as the use of appropriate tenses, preposition, pronoun and etc. Mechanics is about punctuation and capitalization.

Nowadays, many writers have conducted research on various writing techniques to improve students' writing skill. One of them is concept mapping. Concept mapping has been used as a tool for learning and teaching. Concept maps are tools that make ideas visual. Ideas allow prior experience and understanding to be taken into consideration when building new concepts into the perceptual framework. According Zimmaro and Cawley (1998 cited in Mohamed & Omar, 2008) Concept mapping is a method of organizing thoughts in a manner which allows them to flow clearly and logically. It is good for the learning process in writing because concept mapping enables the students to think creatively. By using concept mapping the students are easier to write what they think. The students can draw the main idea in concept mapping, then developing into some supporting sentences.

In the previous research (Nobahar, Tabrizi, & Shaghghi, 2013), concept mapping is used on writing activity. Based on the result, it shows that concept mapping in pre-writing activity can increase students' writing skill. The result of the present study shows that concept mapping knowledge has a positive effect on intermediate EFL learners' self-efficacy and expository writing.

Based on the result of the previous research above, concept mapping can improve students' writing skill in pre-writing activity. Therefore, the writer tried to develop the use of concept mapping in a group peer review to improve students' writing skill and develop an idea to the students of SMAN 1 Raman Utara. The

writer did an interview with the students and the teacher there. The result showed that some students faced some difficulties in writing an English paragraph. They told that writing is an activity which made them confused. It was caused the students did not have an idea to develop a paragraph which was made. There weresome factors influence the case such as the limitation of vocabulary, less understanding about grammar. From the explanation, it can be concluded that some students do not understand well about aspects of writing.

Therefore, the writer tries to use concept mapping as a technique in a group of peer review. according to Yarrow & Topping (2001), the usage of a group peer review is very helpful for students to understand how to write well. Besides, a group of peer review builds self-confidence for the students because the correction or checking from their friends can make paragraph better. According to Yang et al., (2006) also add that peer review is very useful for students to develop their ideas or opinion.It can be obtained from the interaction between a student and another student so their idea is developing. Automatically, every student shares some information which they know about how to write well to their friend.

So, from the previous research, the writer wants to develop concept mapping which is usually used in pre-writing. In this research, the writer wants to make concept mapping in peer review in the writing process. It is different from the previous research because concept mapping is usually used in pre-writing. The writer plans to develop concept mapping in-group peer review. By using concept mapping in peer review, students can share with friends and they can correct writing easier after getting feedback from their friends. The students can fix or improve their writing paragraph from their friends. The students could realize the mistakes that they have made. The task in group peer review, each student must study more about writing in order to be able to know the aspects of writing. Besides that, sharing with friends is the main part of group peer review. Based on the students' discussion, they will have a piece of new knowledge and ability to write a paragraph. Ifthe students have difficulty in writing a paragraph, the students can discuss and study with their friend in the group. In brief, based on the explanation above, the writer wants to develop the technique by combining concept mapping in-group peer review to improve students' writing skill.

Concept mapping in-group peer review is supposed to be able to progress students' writing skill. The concept mapping makes the students easier to share their idea, thinks or experiences. In this study, the writer believes that concept mapping in peer review has a good influence on students writing. By using the technique, the students can deliver their opinion about friend work by using concept mapping. It means that the students give a correction by drawing map. The way makes easy the students in giving feedback.

Based on the explanation above, the writer concludes that concept mapping of group peer review can make the students' writing better. Concept mapping in a group peer review makes easy to make the students active because they have a task to correct the friend's work. The students do not have time to make something useless. The students will think hard about how to give feedback to their friend. The students will look for some information about the aspects which are scored in writing and know about them.

As in the previous studies discussed above, So, the writer used concept mapping in a group of peer review to improve the writing skill of the X<sup>th</sup> grader students of SMA Negeri 1 Raman Utara. Therefore, the objectives of the research are 1) to find out whether there is the difference in students' writing achievement before and after the implementation of concept mapping in peer review; 2) to find out what problems do students face in the implementation of concept mapping in peer review on writing achievement.

## **RESEARCH METHODS**

In this research, the writer used experimental design because the purpose of this research is to investigate the influence of concept mapping in a group of peer review towards students' writing skill. Fraenkel & Wallen (1993) stated that experimental research is one of the most powerful research methodologies the writer can use. An experimental design is a general plan for carrying out a study with an active independent variable.

According to Ary (2006), the experimental design may be classified according to how well they provide control of the threats to internal validity is pre-experimental design, true experimental design, and quasi-experimental design. Furthermore, the writer used a quasi-experimental design. Quasi-experimental design includes assignment, but not a random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment Creswell (2012).

### **Research Population and Sample**

In this research, the population is all the tenth-grade students of SMAN 1 Raman Utara in the academic year of 2016/2017. There are five classes in which each class consists of 25 students, and the total number of the students is 125students. In addition, based on the test from each core competence, it is known that the students' writing skill is almost the same among the eleven classes.

The sample of this research was determined by using purposive sampling. There are five classes of the tenth grade of SMAN 1 Raman Utara, in which the total number of the students are 125 students. However, the writer just handles one class, that is X.2.

The participants in this study consist of 25 students. They are selected purposively. At first, the group was given a pretest. Thus, the students are taught by concept mapping in a group of peer review. Next, the group was given a posttest to find out the difference and all intended research objectives.

### **Data Collecting Technique and Research Instrument**

In this research, the data was in the form of quantitative data. It means that the data is implied in using numerical data or statistic (Gall et al., 2003:127).In collecting the data, the writer did a written test (essay consisting of five aspects of writing) and conducted an interview with the students. The test would be given twice: pretest and posttest. The pretest used for the starting point of the investigation and to know the students' competence in writing before they give the treatment. Then, at the end of treatment, the posttest was given to find out the students'

improvement and significance difference between both classes after the treatment was given. After doing the post-test the writer conducted an interview with the sample. It was done to know the problems faced by the students in the implementation of concept mapping in peer review on writing skill.

To know the validity of the test, in this research, the writer analyzed the test from content validity and construct validity. Thus, to know the reliability of the score, the writer used the Rank Order Correlation formula.

Based on the calculation, it is known that the score of reliability is 0.954. It can be said that the instrument has a high level of reliability.

## RESULTS AND DISCUSSION

The research was conducted in the tenth grade of SMAN 1 Raman Utara, from 20<sup>th</sup> March to 04<sup>th</sup> April 2017. This study was conducted every Tuesday and Saturday in a week. The class consisted of twenty-five students with twelve girls and thirteen boys.

The results of data were taken from two sources, they were pretest and posttest. The students should write the writing test in the form of a written test. After the students were tested in the pretest, the writer gave the posttest to the student after getting the treatment. The result of the test can be seen in the following explanation:

### The Data of Pretest

Descriptive statistic of the data in pretest shows that the score is 60 up to 77. The mean is 69.16. The descriptive statistic of the pretest data is in the following Table 1.

**Table 1. Descriptive Statistic of Pretest Data**

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	25	60.00	77.00	69.1600	3.47227
Valid N (listwise)	25				

### The Data of Posttest

Descriptive statistic of the data in posttest shows that the score is 61 up to 90. The mean is 74.52. The descriptive statistic of the pretest data is in the following Table 2.

**Table 2. Descriptive Statistic of Posttest Data**

	N	Minimum	Maximum	Mean	Std. Deviation
POSTTEST	25	61.00	85.00	74.5200	5.33948
Valid N (listwise)	25				

### The Difference in Students' Writing Achievement before and after the Implementation of Concept Mapping in Peer Review

In the implementation of the learning process, there are several steps that must be undertaken, namely: Stage before teaching (Pre-Instructional), stages of teaching (Instructional), and the stage after teaching (evaluation and follow-up). Based on the observation that writers did in the tenth, the writer got some valuable data

relating to the implementation of concept mapping in a group of peer review. The data are as follow:

After getting the results of pretest and posttest score, the writer answered the research questions number 1 by using t-test. The result is there is a difference in students' writing achievement before and after the implementation of concept mapping in peer review. The result can be seen in the following table:

**Table 3. The result of Pretest and Posttest  
Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	69.1600	25	3.47227	.69445
Posttest	74.5200	25	5.33948	1.06790

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	5.36000	6.15684	1.23137	7.90142	2.81858	4.353	24	.000

Based on Table 3 above, the pretest that consists of 25 students, has a mean score of 69.16 for the pretest and the posttest has a mean score of 74.52. Thus, it shows that sig (2 tailed) is 0.000. It means that  $\text{sig} < \alpha (p < 0.05; p = 0.000)$ . It can be concluded that  $H_0$  is rejected and  $H_1$  is accepted that there is the difference in students' writing achievement before and after the implementation of concept mapping in peer review and there is significant improvement between pretest and posttest. Table 3 indicates that students' mean score of posttest is higher than pretest.

The ability of students' writing before using concept mapping in peer review is very low and even tends to be difficult to make a paragraph in writing. This particularly happens to Zioas one of the students from grade X "Do you like writing in English?" (March 25, 2017); Zio said that "I feel difficult to study English. Especially writing and speaking in English".

Same with Zio, other students also said the same thing, they were also having difficulty in making writing in English. Zahra grade X, Zahra said that "I cannot write using English, because I don't understand grammar or tenses and I also do not master English vocabulary".

### **Problems in the Implementation of Modified Word Map in Teaching Writing**

Most difficulty in students' English writing comes from an aspect of grammar or tenses used in designing a sentence. In addition, the word mastery is also still very limited to make a paragraph. It is like described by Meilani grade X. Meilani said that "I feel difficult in writing a recount paragraph because I don't understand the formula and also less of English vocabulary. I feel like confused in writing and

I cannot master vocabulary. So, I also confused about grammar. I feel so slow in writing and confuses in exploring my writing”.

Besides having trouble in writing, students also experienced difficulty in following the teaching and learning process. In addition, the students do not have good grammar skill and students are also difficult to understand the matter at learning English. This condition leads the students not to be able to work mutually emend with their friends so that they do not know whether their friends' work is good or still erroneously. That was said by Tegar from grade X in an interview. Tegar said that “I do not like English, because one of the difficulties is that I do not know the meaning of English and I cannot write an English paragraph or correcting my friend's work”.

Based on what has been stated above, the writer used concept mapping in peer review as a solution to overcome difficulties to their students in following the teaching-learning process.

Concept mapping in this research is packed and combined in a group of peer review. In the class, the teacher divides the students into some groups. Every group consists of five students. Every student will give their writing to another friend in a group and check based on the aspects of writing. The technique is expected to be able to develop students' writing. There are also statements from the experts who support that group of peer review can be useful for making students' writing better.

After the writer applies concept mapping in peer review on the teaching-learning process, there are many students who really feel helped in overcoming obstacles they face in the teaching-learning process. A statement by Zio from grade X (How about the concept mapping to correct the task? what do you think?) said that:

“I think, this technique is new for me miss because my English teacher does not apply the technique like this. Firstly, I think this technique makes me easy to explore a paragraph. Secondly, I can a little bit understand about writing good sentences and what formula should be used because I discuss it with my friend and I can learn from my friend's opinion. In the beginning, I do not understand miss, because my teacher usually uses it at the beginning of the lesson; however, you use it to correct the task. Well, based on the implementation of the concept mapping, I can understand how I should make a good paragraph. I can know the systematic process to arrange a paragraph and I also can correct my friends' writing. So, I can explore my paragraph miss. Firstly, having a peer correction from my friend help me in understanding my writing. Secondly, from the concept mapping, I can know the systematic process to write a paragraph”.

Based on the results of the interview above, it can be concluded that concept mapping in a group of peer review facilitates students in writing because they can instantly know the parts of the error on their writings. This brings very good progress for the writing skill of students, especially in recount text.

As discussed previously that the use of concept mapping in-group peer review is important in extracting information data in this research. The results of the interviews from the sample show a positive response and negative from some of the writers interviewed.

A positive response can be shown on the use of concept mapping in a group of peer review can improve writing skills in students. Additionally by using concept mapping in peer review group in the learning process also assists teachers in delivering the material, so it is easier to understand by students. While the negative response is: there are some students who feel that the use of concept mapping in peer review group in the process of learning English is not too interesting because some students do not have the capability of the good grammar to conduct a peer review on the results of their friends' writings.

The strengths and weaknesses of the program have been compiled. It can usually be known more clearly after the program was applied in the class and evaluated carefully. Evaluation results will give instructions on the teacher about which parts of the learning process that has been successful and which parts are not successful and need to be improved in the future.

The end of the learning activity with sums or making the line issue discussed, consolidate students' attention towards things that are gained in learning, so come by the conclusion of the whole teaching and learning activities. Based on the teaching-learning process carried out on March 21 – 31, 2017, in grade X, there are two aspects on the evaluation process, namely: the giving feedback or reflection and evaluation about the material presented. It gives the reflections or feedback in the form of frequently asked questions about the difficulties faced and solved, reconstructed the activities performed, impression, suggestions, and expectations and evaluating during activities in the teaching-learning process.

After performing a reflection or feedback and evaluation in teaching learning activities, then the teacher conducts an appropriate assessment. Teacher habits in collecting information on the level of understanding of students through inquiry, observation, granting and the test was very useful in determining the level of mastery of the students in the evaluation of the effectiveness of the teaching-learning process.

## **Discussion**

### **The Difference in Students' Writing Skill before and after the Implementation of Concept Mapping**

Students' writing skill before using concept mapping in the group of peer review was low. Some students face some difficulties in writing English paragraphs. They said that writing is an activity which makes them confused. It is due to students do not have an idea to develop a paragraph which is made. There are some factors influence the case such as the limitation of vocabulary, less understanding about grammar. Besides that, one of the English teachers said that most students do not pay attention to the plot of the story, experiences or ideas which are expressed in writing. So, their paragraphs are awful because the plot is confusing.

Students' writing skill after using concept mapping in the group of peer review is getting better, the students look easier to understand and mark some of the confusion in the writing of text students. the use of the concept mapping in a group of peer review in the process of improving the writing skill of students brings positive response also negative response. A positive response can be shown on the

use of concept mapping in group peer review that can improve students' writing skills.

### **Problems in the Implementation of Concept Mapping in Peer Review on Writing Skill**

Based on the result of the interview, the writer found that some of the students find it hard to understand the aspect of writing skill such as vocabulary. It is in line with student Zahra's statement who said that "writing aspect such vocabulary makes me a bit confuse to write a paragraph". This condition is supported by Faqih who said that "I do not brush up my English vocabulary, so it makes me difficult to master English, besides that I feel difficult in exploring my ideas because of that."

Therefore, the limitation of students' vocabulary mastery can be classified to be one of the biggest problems faced by the students in writing skill. In line with this problem, lack of vocabulary knowledge plays a crucial role in the quality of writing because the students do not know how to study vocabulary effectively. If the student does not master the aspects which must be scored in writing, they will make some mistake. It was due to the fact that vocabulary as one of the writing tools has a significant role in writing.

### **CONCLUSION**

Based on the data analysis and the results of the interviews, the writer concludes that the research findings for the tenth-grade students of SMA Negeri 1 Raman Utara are as follows:

1. There is a difference in students' writing achievement before and after the implementation of concept mapping in peer review.

Based on the research findings above, it can be concluded that the implementation of concept mapping in the group of peer review is effective to increase student's writing skill. Student's writing skills after using concept mapping in the group of peer review are increased. The students look easier to understand and mark some of the confusion in the writing of text students. The use of concept mapping in a group of peer review in the process of improving the writing skill of students brought a positive response is also a negative response. A positive response can be shown on the use of concept mapping in a group of peer review can improve writing skills in students additionally by using concept mapping in a group of peer review in the learning process also assists teachers in the delivery of the material so it is easier to understand by students. While its negative response there are some students who feel that use of concept mapping in a group of peer review in the process of learning English not too interesting, because some students do not have the capability of the grammar well enough to conduct a peer review on the results of the writings of friends.

2. There is a problem in the implementation of the modified word map in teaching writing.

The limitation of students' grammar and vocabulary mastery are the biggest problems faced by the students in the implementation of concept mapping in a group of peer review on writing skill. Based on the calculation and the interview, the limitation of students' grammar and vocabulary mastery can be classified to be

one of the biggest problems faced by the students in the implementation of concept mapping in a group of peer review on writing skill.

### **Implication and Suggestion**

Considering the two conclusions of this research, there are some implication and suggestions addressed to English teachers, students, and further writers.

#### 1) English Teachers

Since concept mapping in a group of peer review is an effective teaching technique to teach writing, English teachers can implement this teaching technique in teaching and learning writing to improve students' writing skill. To be able to implement this teaching technique effectively, teachers should follow some preparation. First, teachers must understand the concept as well as the strengths and the weaknesses of this teaching technique. It enables them to know the right procedure of this teaching technique and avoid the obstacles which may appear in the process of teaching and learning process. One of the problems in implementing this teaching technique is the fact that if the student who does not master the aspects which must be scored in writing, it will be an error. So the students are expected to know and comprehend the aspects. Second, teachers must be familiar with the term of concept mapping in a group of peer review and should understand the way to implement it. Furthermore, the teacher must be able to motivate the students with low grammar and vocabulary mastery. It can be done by giving vocabulary hint in every mapping before continuing to the next mapping. The teacher can also group students with high vocabulary and grammar mastery only to those with high vocabulary and grammar mastery too. This is to prevent the bias that might happen among the group member.

The last but not the least, the teacher must consider their grammar and vocabulary mastery. It was due to the main problem faced by most non-native English people are the limitation on their grammar and vocabulary mastery.

#### 2) Further Writers

Based on the conclusion, it can be seen that the implementation of concept mapping in the group of peer review is effective to increase student's writing skill. Student's writing skills after using concept mapping in the group of peer review are increased; however, this research was conducted in the senior high school level. Therefore, further writers can try to find out the effect of using concept mapping in a group of peer review at a different level.

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