ENHANCING HIGHER EDUCATION STUDENTS' PRODUCTIVE SKILLS: THE INTEGRATION OF PEER REVIEW INTO *PRELOG* ACTIVITIES

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ABSTRACT

Equipping students with good productive skills is essential to promote their academic success. The integration of peer review into prelog (presentation and blogging) activities might contribute to enhance students' productive skills (speaking and writing skills). This study examined whether incorporating peer review in students' prelog activities could improve their speaking and writing achievements. Furthermore, it investigated students' perceptions towards the application of peer review in prelog activities to facilitate the improvement of students' productive skills achievements. Fifty-eight university students were involved as participants of this study. They were distributed equally to both control and experimental groups. Test and questionnaire were administered to collect the data. The data were analyzed through descriptive and statistical analysis. The results revealed that the integration of peer review into prelog activities could enhance students' productive skills and the students believed that the application of peer review in prelog activities facilitated them to gain better productive skills.
Keywords: Productive Skills, Peer Review, Prelog Activities.

INTRODUCTION

Equipping students with effective communication skills has become a main concern of educator these days. Speaking and writing are productive skills that need to be integrated in the effective communication development (Boonkit, 2010). Students are expected to master speaking and writing skills effectively as the productive skills play important role in supporting students' academic success and achieving their career goals. Having good productive skills provides students opportunities to be active at various activities related to academic and work settings, such as; conducting presentation, composing essay, joining job interview, and writing formal document (Lax & Fentiman, 2016). Due to the important roles of the productive skills, it is essential for teachers to focus on improving students productive skills.

It is quite challenging to teach and enhance students' productive skills effectively. Speaking and writing are difficult skills to be learnt by most of students. Dealing with speaking, most of students were afraid of making mistakes and not confident to speak in front of people (Fauzan, 2016). Furthermore, they could not express their thoughts in English and had difficulties in selecting proper vocabulary, applying correct grammar and presenting suitable expressions (Fauzi, 2016). Meanwhile, in relation to writing, student found it hard to express their ideas in written (Jahin, 2012). In addition, It was difficult for students to organize their ideas and use correct structure (Mettaningrum, Dantes, & Suarnajaya, 2013).

Referring to the challenges above, freshmen of Musi Charitas Catholic University (MCCU) face the same problem. The result of questionnaire which were administered to the freshmen of MCCU revealed that 39% of the students stated that speaking was the most difficult skill to be learnt. In line with it, 24% of the students claimed that writing was the hardest skill to be mastered. Most of students responded that their productive skills were in below average level. In students' view point, their difficulties in speaking related to vocabulary, pronunciation, confidence, Meanwhile, in writing, they had difficulties in grammar, mechanic, coherence and cohesion. The problems obviously influenced students speaking and writing abilities. Therefore, finding the solutions for the problems should be the main concern of educators especially English lecturers.

Implementing appropriate teaching strategy is one of the alternative solutions to improve students' productive skills (Anjaniputra, 2013; Astawa, Artini & Nitiasih, 2017; Farid, Ashraf, & Bilal, 2017). The use of effective teaching strategy facilitates students' language skills development. Teaching strategy eases students' to understand the material given and apply it in practice. In this study, the researchers integrate peer review in students' *prelog* (presentation and blogging) activities to enhance their productive skills.

Peer review is a learning strategy which enables students to review their work each other and improve their work. It is facilitates the enhancement of students' productive skills (Byland, 2004; Fauzan, 2016). In conjuction with it, presentation and blog are useful media for learning English, especially productive skills (Fauzi, 2016; Krish, Vikneswaran, & Hussin, 2014). Peer review, presentation, and blog have been utilized in classroom activities and discussed in various research. However, research on the

integration of peer review into students' *prelog* activities are not common discussed. Therefore, the researchers are interested in conducting a study dealing with it.

METHODOLOGY
This study used quasi experimental in terms of pretest-posttest non equivalent group design. In quasi experimental design, the researcher needs to use intact group due to the availability of the participant or the prohibition of forming the artificial groups (Cresswell, 2005). The population was the second semester students of Businees Accounting Faculty of MCCU. Fifty-eight students of Accounting Study Program were selected as the sample of the study by using purposive sample technique. They were divided into two groups: experimental and control group. The experimental group students received treatment by integrating peer review into *prelog* activities for twelve meetings. Meanwhile, the control group students learnt by using conventional method.

Before the learning sessions were begun, the students were introduced to presentation, blog, and peer review. After that they started studying various topics related to the economics, namely; making decision, making money, the art of budgeting, living on your own, buying a home, credit cards, the influence of advertising, saving and investing. Each session covers three phases; pre-activities, main activities, and post-activities. Pre-activities comprised the activities related to introduction and short discussion of topic. Main activities focused on integration of peer review into *prelog* activities. Post-activities included review and summary of topic.

The researchers collected data by using test and questionnaire. Tests were used to find out students' speaking and writing achievements before and after the treatment. Tests were also administered to see significant difference between students' speaking and writing achievements. The speaking test was in the form of conducting individual presentation and the writing test was in the form of composing a three paragraphs essay. Meanwhile, questionnaire was given to students to know about their perceptions toward the integration of peer review into *prelog* activities in enhancing students' productive skills. The total number of questionnaire items was 10.

Inter-rater reliability method was applied to judge the reliability of speaking and writing tests. Inter rater reliability means the extent where two or more raters agree. Two raters were involved in assessing speaking and writing tests. They scored speaking and writing tests based on the rubrics provided by researchers. In order to gain reliable assessment, researchers selected the two raters based on three criteria: They graduated from master degree of English Education Study Program, had at least five years teaching experience, and achieved TOEFL score above 525. The result of inter-rater reliability showed that there was a significant correlation. Therefore, the measurement could be considered reliable.

To ensure validity of the tests, researchers used content validity. Content validity refers to the extent to which the content of a test's item represents the entire body of contents to be measured. In order to meet content validity, the reading and writing test used in this study were designed based on the teaching materials that were adjusted to the curriculum and the syllabus used for eleventh grade students as the samples of the study.

Paired sample t-test and independent sample t-test were used to analyze the results of students' speaking and writing tests. All data obtained from the results of the tests were presented in the form of score. The range of the score was from 0 to 100. Furthermore, simple percentage analysis was applied to see the experimental group students' perception towards the integration of peer review into *prelog* activities. The results of the questionnaire were also reported in the form of score. As the students selected a scale range from 1 to 4 in responding each statement of the questionnaire which comprised of 20 items, therefore, the score range of the questionnaire was from 20 to 100.

FINDING AND DISCUSSION
The Results of Normality Test
The normality test was used to find out whether or not the data were distributed normally. In analyzing the normality of the data, the researchers used the Kolmogorov-Smirnov test. If the normality spread is $p>0.05$ then it is normal. The results of normality test are presented in table 1.

Table 1. Summary Statistics of Normality Test

Independent Variables			N	One-Sample Kolmogorov-Sminorv Test			
				Normal Parameters		Kolmogorov-Smirnov Z	Asym. Sig (2-tailed)
				Mean	Std Deviation		
Speaking Achievement	Control Group						
		Pretest	29	73.59	5.220	0.681	0.743
		Posttest	29	74.69	6.308	0.626	0.828

	Experimental Group					
	Pretest	29	73.38	5.213	0.840	0.480
	Posttest	29	85.24	5.938	0.910	0.379
	Experimental and Control Group					
	Pretest	58	73.48	5.172	0.916	0.370
	Posttest	58	79.97	8.074	0.801	0.543
Writing Achievement	Control Group					
	Pretest	29	72.62	5.348	0.622	0.833
	Posttest	29	73.41	5.577	0.497	0.966
	Experimental Group					
	Pretest	29	72.17	5.029	0.678	0.747
	Posttest	29	83.59	5.641	0.688	0.730
	Experimental and Control Group					
	Pretest	58	72.40	5.150	0.708	0.698
	Posttest	58	78.50	7.566	0.592	0.875

The Kolmogorov-Smirnov test showed that the data of students' productive skills tests in experiment and control group were considered normal, since the data are higher than 0.05. The results of normality test for speaking skill test are described as follows; 0.743 (for the pretest score of control group), 0.828 (for the posttest score of control group), 0.480 (for the pretest score of experimental group), 0.379 (for the posttest score of experimental group), 0.370 (for the pretest score of both groups), and 0.543 (for the posttest of both groups). Since those numbers are higher than 0.05, so it can be inferred that the data obtained were approximately normal.

In conjunction with it, the results of normality test for writing test are presented as follows; 0.833 (for the pretest score of control group), 0.966 (for the posttest score of control group), 0.747 (for the pretest score of experimental group), 0.730 (for the posttest score of experimental group), 0.698 (for the pretest score of both groups), and 0.875 (for the posttest of both groups). As those numbers are higher than 0.05, so it can be implied that the data obtained were approximately normal.

The Results of the Statistical Analysis
The pretest and posttest were given to the students in both experimental and control groups. The pretest was administered to the students before the intervention and the posttest was administered to the students after the intervention conducted. The result of the pretest and posttest in experimental and control groups are described in table 2.

Table 2. The Results of Pair Sample T-Test and Independent Sample T-Test

Dependent Variables	Pretest		Postest		T-value Pre & Posttest Exp within P<	T-value Pre and Posttest Cont within P<	T-value of Posttest between Exp & Cont P<	T-value of Gain Posttest between Exp & Cont P<
	Mean Exp	Mean Cont	Mean Exp	Mean Cont				
1. Speaking Achievement	73.38	73.59	85.24	74.69	18.455 (0.000)	1.745 (0.092)	6.559 (0.000)	11.932 (0.000)
2. Writing Achievement	72.17	72.62	83.59	73.41	20.528 (0.000)	1.729 (0.095)	6.095 (0.000)	14.626 (0.000)

The data showed the results of statistical analysis of students' productive skills tests by using paired sample t-test and independent sample t-test. Based on the data, it was found that the t-value of pretest and posttest in experimental group was 18.455 with the significance of 0.000. Whereas, the t-value of pretest and posttest score in control group was 1.745 with the significance of 0.000. In addition, the t-value of posttest between experimental and control group was 6.559 with the significance 0.000.

The data in the table above also indicated that the t-value of pretest and posttest in experimental group was 20.528 with the significance of 0.000. Whereas, the t-value of pretest and posttest score in control group was 1.729 with the significance of 0.000. In addition the t-value of posttest between experimental and control group was 6.095 with the significance of 0.000.

The Results of Questionnaire
To find out students' perceptions towards the integration of peer review into prelog activities, the researchers administered questionnaire to the students. The questionnaire covers ten items which related to each aspects of both speaking and writing skills. Table 3 displays the results of questionnaire.

Table 3. The Results of Questionnaire

No.	Statements	SD	D	A	SA
1.	The integration of peer review in *prelog* activities facilitates students to improve their productive skills. (Achievement)	0%	14%	52%	34%
2.	The integration of peer review into *prelog* activities motivates students to generate high quality-work (Motivation)	0%	7%	48%	45%
3.	The integration of peer review into *prelog* activities supports students to gain better understanding on essential aspects of productive skills. (Knowledge)	0%	17%	45%	38%
4.	The integration of peer review into *prelog* activities provides students to be actively involved in teaching and learning process.(Involvement)	0%	4%	41%	55%
5.	The integration of peer review into *prelog* activities eases students to understand the material given. (Easiness)	0%	24%	41%	35%
6.	The integration of peer review into *prelog* activities enables students to build cooperation among each other. (Cooperation)	0%	7%	48%	45%
7.	The integration of peer review into *prelog* activities enhances students' confidence in doing their tasks. (Confidence)	0%	28%	41%	31%
8.	The integration of peer review into *prelog* activities develops students' critical thinking. (Critical thinking)	0%	10%	38%	52%
9.	The integration of peer review into *prelog* activities encourages students to be more autonomous learners. (Autonomy)	0%	28%	38%	34%
10.	The integration of peer review into *prelog* activities improve social interactions among students. (Interaction)	0%	3%	38%	59%

The data above described students' perceptions towards the integration of peer review into *prelog* activities. In details, 52% of students showed their agreement that the use of peer review in *prelog* activities improved their productive skills achievements. Furthermore, around 40% of the students said that the implementation of peer review in *prelog* activities enhanced their motivation, knowledge, involvement, easiness, cooperation, and confidence. In addition, about 30% of students agreed that the application of peer review in *prelog* activities fostered critical thinking, autonomy, and interaction.

Based on the results of students' productive skills tests and questionnaire, it can be inferred that the integration of peer review into *prelog* activities enhanced students' productive skills. The enhancement could be identified from the the results of experimental group students' speaking and writing skills tests which were higher than the results of speaking and writing skills test of control group students. In addition, students' perceptions towards the integration of peer review into *prelog* activities were favorable.

The integration of peer review into *prelog* activities helped students to improve their productive skills. Furthermore, it motivated students to generate high-quality work as it will be published, performed and reviewed. Then, it facilitated the students to gain better understanding on essential aspects of productive skills. Next, it encouraged students' involvement, cooperation and interaction during teaching and learning process. After that, it eased students to understand the material. At last, it improved students' confidence, critical thinking and autonomy. In a nutshell, peer review is an effective learning strategy that can be well integared into *prelog* activities to enhance students' productive skills.

CONCLUSION & SUGGESTION

On the basis of findings and discussions, two conclusions are drawn. First, the integration of peer review into *prelog* activities has enhanced students' productive skills. Second, students' perceptions towards the the integration of peer review into *prelog* activities are favorable. In short, it is effective to use peer review in students' *prelog* activites due to the good improvement and positive perception of students.

It is expected that the future researchers can conduct studies on the use of peer review to improve students' receptive skills. In addition, the future researchers can also explore the implementation of peer review in ELT through qualitative approach. The various future studies will provide more beneficial insights and information related to it.

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