The Effect of Peer Review Using Twitter on Students' Writing in French

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Abstract: One innovation in language learning process is integrating the internet-based media in the process, including Twitter as a social media. One subject that could use this kind of media is writing. Using this media allows the students to do the peer activity in the writing process. The present study aims to investigate the effect of peer review activity using Twitter on the student's French writing in a university in Indonesia. This study applies the pre-experimental method using the one-group pretest-posttest design, which compares the pretest and the posttest results to determine the effect of peer review implementation using Twitter. The results show that the students' average score of writing skills significantly increases. It is determined by comparing the average pretest score (12.94/20) to the posttest score (15.36/20), which indicates that the implementation of the peer review using twitter give contribution to the improvement of the students' writing in French.

1 INTRODUCTION

Through the peer review activities, the students can help each other by interacting and collaborating with each other (Yastıba & Yastıba , 2015). Peer review has also been shown to contribute to learners in improving their writing (e.g. Lundstrom & Baker, 2009; Behin & Hamidi, 2011; Yastıba & Yastıba , 2015). In addition, peer review can also improve confidence and reduce the writing anxiety (Yastıba & Yastıba , 2015). A similar study determines that a long process in the implementation of peer review, in which the learners give feedback to each other and learn from each other, gives contribution to improve the quality of writing learners, especially those at lower proficiency (Lundstrom & Baker, 2009).

Yet, as the technology developed, peer review on writing learning process is not only done conventionally on a paper but also on the other kinds of media. The medias are expected to accommodate some technical problems experienced by the students in the class. One of the technical problems tends to happen is the limited time the students have in the class. Therefore, as recent as this decade, peer review started to be implemented online. Several studies of this matter have been conducted previously (e.g. Moloudi, 2011; Knight & Steinbach 2011; Darmawangsa, 2014). However, the results of these studies still cannot be generalized and still leave some

recommendations. Darmawangsa (2014) for example, recommends the implementation of peer review by using a social media platform.

One of the social media platforms that can be used in language learning is Twitter. Several studies on the use of Twitter in teaching have also been relatively conducted (e.g. Davis & Yin, 2011; Sekiguchi, 2012; Kim, Park & Baek, 2013; Leclerc-Coulmain, 2014; Chisega- Negrilã, 2015).

Twitter can be used as an enrichment-learning medium conducted outside the classroom to facilitate interaction and writing activities (Leclerc-Coulmain, 2014). In the context of the writing teaching, David and Yin (2011) and Sekiguchi (2012) found that these media contribute in improving writing skills. This media is also contributing to maintain the learner's motivation (Sekiguchi, 2012) as well as to maintain the social interaction (Kim, Park & Baek, 2013).

However, previous studies mentioned above were not specifically focused on the implementation of peer review using twitter in writing learning process. Even tough, as the media that have the features to support the process of peer review writing process, Twitter is still serve as a potential type of media that can be used as a supporting aid in the learning process of writing. Four out of five previous studies were only focused on the English for foreign language learning context. Thus, the present study tries to find out how the usage of Twitter can contribute in the French as a

foreign language learning process, particularly in writing. The present study emphasizes the implementation of peer review, and how it affects the learners. The findings of this research are expected to support the development of teaching writing skills by using new media.

2 METHODS

This study was conducted to the 3rd semester students in one university in Indonesia, academic year of 2015/2016. This study uses a pre-experimental study that is *the one group pretest-posttest* design. The treatment of this study is the implementation of *peer review* in the writing learning process using Twitter asynchronously. In conducting this process, the students were divided into several groups. Each group was given the task to prepare a collective narrative text with different themes where each student writes one sentence at a time on Twitter until they arrange a complete story. The research instrument used is a narrative essay writing test for A2 level of CECRL with the grading scale 0-20.

The test result is then processed statistically using the Normalized Gain formula to measure the improvements of learning outcomes. The value of the normalized gain $< g >$ is obtained and interpreted in accordance with the interpretation of the following table (see Hake, 1998):

Table 1: Interpretation of Normalized Gain Value.

Normalized Gain	Criteria
$< g > < 0,3$	Low
$0,7 > < g > \geq 0,3$	Average
$< g > \geq 0,7$	High

3 RESULTS AND DISCUSSION

Based on the analysis of the results of tests that have been done, it is known that the writing skills of students has increased. This is indicated by the recapitulation of the scores of processing *pretest* and *posttest* that can be seen in the following table:

Table 2. Summary of Data Processing.

Average pretest (<Si>)		Average posttest (<Sf>)		Gain (G)	Average Normalized Gain (<g>)		Criteria
Score	%	Score	%		Value	%	
12.94	129.4	15.36	153.6	2.42	0.34	34	Average

From the data above, it can be it can be said that there is an increased students ability to write a narrative essay. It can be seen from the acquisition of an average normalized gain which reaches 0.34 that fall into the average category.

In addition, based on the test scoring aspects, it is known that there are scores average improvements in the lexicon/lexical spelling aspect amounted to 1.1 as well as in the morphosyntaxe/grammatical spelling aspect which the scores average improvements amounted to 1.32. Therefore, it can be concluded that the effect of the peer review using twitter occurs only in those aspect.

Moreover, due to the characteristics of Twitter that can only post 140 characters in each post, the students tend to correct only the sentence shown in their Timeline. This is also the implication of the peer review activities where students tend only to revise the surface errors, which inline with some previous research (e.g. Storch, 2005; Bijami, Kashef & Nejad, 2013). This can be seen from the following examples of the revision process that focuses on grammatical and lexical errors. In the examples below, tweet is marked by "T" and the revision is marked by "RT".

*T1: Ce restaurant était l'endroit près de la Seine. Ce lieu était bon pour manger **en regardé** le paysage. Les repas étaient si délicieux.*
*RT1: Ce restaurant était l'endroit près de la Seine. Ce lieu était bon pour manger **en regardant** le paysage. Les repas étaient si délicieux.*
[This restaurant is located near the Seine. The place is nice to have food while enjoying the stunning sights. The meals are very delicious].

*T2: **Toute la nourriture** que **mon message a été** très délicieux. Aujourd'hui j'ai été bien mangé et fatigue, et puis je suis rentrée au dortoir.*
*RT2: **Tout le repas** que **j'ai commandé était** très délicieux. Aujourd'hui **j'étais** bien mangé et fatiguée, et puis je suis rentrée au dortoir.*

[All the meals that I have ordered were very tasty. Today I had a wonderful meal and I am tired and then I went back to the dormitory.].

From the data above, it can be seen that the errors found is the phrase "*en regardé*" (T1) which was corrected to "*en regardant*" (RT1), "*toute la nourriture*", "*mon message*", and "*a été*" (T2) which was corrected to "*Tout le repas*", "*commandé*", and "*était*" (RT2). These errors are categorized as errors on morphosyntax / grammatical spelling and lexicon / lexical spelling aspects.

The grammatical errors contained in the structure of the phrase "*en regardé*" where it should be "*en regardant*" [while watching / watch]. Other grammatical errors contained in tenses aspects is on the phrase "*... a été très délicieux*" which supposedly "*... était très délicieux*".

There were also lexical errors made in the phrase "*toute la nourriture*" and "*mon message*" in the sentence "*Toute la nourriture que mon message a été très délicieux*". The first mistake was on the use of the vocabulary "*la nourriture*" or in English means "food". The most appropriate diction for this sense is "*le repas*", which means "meal". Furthermore, the phrase "*mon message*" in the sentence is a mistake caused by language interference from their first language (Indonesian) where "*mon*" was translated as "*saya*" [I] and "*message*" was translated as "*pesan*" [order] and the full translation of this become "*saya pesan*" [I order]. However this case is categorized as a mistake, because "*mon*" is a possessive adjective that shuld be translated as "my" instead of "I". While "*message*" is cannot be translated as "order", because the verb "to order" in French is "*commander*". Thus the appropriate translation of the sentence should be "*Tout le repas que j'ai commandé était très délicieux*".

From the conducted study, the finding implies that students in giving feedback on their peers' writing are tend to emphasize their analysis on lexical and grammatical errors. In this case, the teacher should have intervened during the revision process by encouraging students to revise also the content and ideas, as well as the coherence and cohesion.

4 CONCLUSIONS

Based on the data analysis, it can be concluded that the peer review applied by using Twitter contributes positively on the improvement of students' writing product. Yet, the findings also imply that this peer review activity still tends to be done shallowly by the students since they discusses more about the aspects of lexicon/lexical spelling, morphosyntaxe/ grammatical spelling than the content and ideas, as well as the coherence and cohesion.

Apart from the findings, there are some other variables/matters that have not been covered by the present research since it only focuses on the pretest and the posttest results to determine the effect of peer review implementation using Twitter. Therefore, this present research needs to have further studies. Nevertheless, this finding may be used as initial assumptions in conducting advanced research.

Finally, it can be suggested that using media in the writing learning process, in this case Twitter, allows the lecturer to create a various writing activities which allows the students to explore their ability more as well as to motivate them.

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