# The Effects of Offline Track Changes Peer-Review and Achievement Motivation on Writing Competency of the Tenth Grade Students of SMAN 1 Ubud in the Academic Year 2021/2022

**Kadek Cahyadi Putra**

*Faculty of Teacher Training and Education, English Education Department ITP Markandeya Bali, Indonesia*

kdcahyadiputra@gmail.com

**Abstrak-**Penelitian eksperimental bertujuan untuk mengetahui pengaruh *Offline Track Changes Peer-Review* dan motivasi berprestasi terhadap kompetensi menulis siswa kelas sepuluh di SMAN 1 UBUD. Ada dua variabel yang diuji. Variabel independen adalah *Offline Track Changes Peer-Review* dan variabel moderator adalah motivasi berprestasi. Variabel terikat adalah kompetensi menulis. *Posttest only group design* dengan pengaturan faktorial 2x2 diberikan dalam penelitian ini. Populasi meliputi delapan kelas dari kelas sepuluh dan hanya empat kelas yang diambil sebagai sampel dengan jumlah 131 siswa. Pengumpulan data dilakukan dengan menggunakan rubrik penulisan analitik, angket motivasi berprestasi dan catatan anekdot. Analisis data dilakukan dengan uji ANOVA dua arah dan uji Tukey. Hasil penelitian menunjukkan: (1) terdapat pengaruh yang signifikan dari *Offline Track Changes Peer-Review* terhadap kompetensi menulis siswa, (2) terdapat pengaruh interaksional antara *Offline Track Changes Peer-Review* dan motivasi berprestasi siswa terhadap kompetensi menulis siswa , (3) ada perbedaan yang signifikan kompetensi menulis antara siswa bermotivasi prestasi tinggi yang diajar dengan *Offline Track Changes Peer-Review* dan siswa bermotivasi prestasi tinggi yang diajar dengan strategi konvensional, dan (4) ada perbedaan yang signifikan kompetensi menulis antara siswa yang berprestasi rendah siswa yang termotivasi diajar dengan *Offline Track Changes Peer-Review* dan siswa dengan motivasi berprestasi rendah diajar dengan strategi konvensional.

**Kata kunci:** motivasi berprestasi; *offline peer-review using track changes*; kompetensi menulis.

**Abstract-**This experimental study investigated the effect of Offline Track Changes Peer-Review and achievement motivation toward students' writing competency of the tenth grade at SMAN 1 UBUD. There were two variables examined. The independent variable was Offline Track Changes Peer-Review and moderator variable was achievement motivation. Dependent variable was writing competency. Posttest only control group design with 2x2 factorial arrangement was administered in this study. The population covered eight classes of the tenth grade and only four classes were taken as sample with 131 students. The data were collected using analytical writing rubric, achievement motivation questionnaire and anecdotal notes. Two way ANOVA and Tukey test were administered to analyze the data. The result shows: (1) there was a significant effect of Offline Track Changes Peer-Review on students' writing competency, (2) there was an interactional effect between Offline Track Changes Peer-Review and students' achievement motivation on students' writing competency, (3) there was a significant difference of writing competency between high achievement motivated students taught by Offline Track Changes Peer-Review and high achievement motivated students taught by conventional strategy, and (4) there was a significant difference of writing competency between low achievement motivated students taught by Offline Track Changes Peer-Review and low achievement motivated students taught by conventional strategy.

**Keywords:** achievement motivation; offline peer-review using track changes; writing competency.

## I INTRODUCTION

Writing skills are believed as the most important aspects for the student's communicative competence because it fosters the students to think critically and also develop their thinking by exploring and sharing the ideas together. The writing

ability demands the writer to be independent, comprehensive, fluent, and creative in writing. Being independent means they can write without much assistance. Being comprehensive means the understanding of the messages deliver through the writing. Being fluent refers to the ability of the writer to write smoothly, easily, and understandably. Then creativity is the ability to write the original ideas, communicate it well, and make the message being understood by the readers.

Writing is the important skill that needs to be mastered well by the students (Juliari, 2015). There are several factors that influenced the students' success in writing. One of them is motivation (Sardiman, 2012). Inner state of need or desire is the definition of it. It generates a movement or an activity towards satisfying that desire. Therefore, motivation has the rule to stimulate desire and energy for people to achieve certain goals. Achievement refers to the best performance that people are able to perform or gain after learning period.

Achievement motivation is one of motivation form that can be defined as the driving force of all individual actions (Schunk, 2008). Generally people set moderate targets and undertake tasks that can be achieved by them. Achievement significantly motivates people to achieve their goals by working on the problem not leaving the outcome and really concern on their personal achievement rather than rewards.

Falchikov, (2001) states that in the process of learning writing, the role of teacher and friends really influence the success of learning. Therefore, a good strategy is needed to make a suceess of learning. Peer-review sometimes referred as peer editing, peer-assessment, or peer response has becomes an important learning strategy. Peer-review allows the students to interact with peers by providing comments, mark, and review on other's writing, providing a space for discussion. Regarding the advance of the computer assisted language learning, the combination of peer and teacher review and computer technology into writing has become an innovative and effective strategy for increasing the student's motivation and achievement in writing (Yuniari, 2018).

Falchikov, (2001) states that peer-review or peer editing provides an opportunity to make an effective learning situation in which the students can see and correct their friends' work. By using computer technology they can put some headlight, circles, notes, comments on their friend's writing. The focus of this strategy is on the students (students-centered). It encourages the students to learn from their mistakes to improve their writing ability.

The importance of teaching writing suggests the teachers to do the best effort to teach writing. However, limited time allocation for writing class for English foreign language forces the teachers to cover the writing despite the limitation of the time in SMAN 1 UBUD for example, the writing class was done once a week and mostly writing was done out of the class as projects. As a matter of fact, writing competency is a reflection of language proficiency in general and an indication of grammar and vocabulary mastery as well as using the language creatively (Sutrisna, 2019). However, writing in SMAN 1 UBUD was assessed conventionally. Consequently, the students' writing development could not be expected to its optimal progress.

Based on the personal communication with the teacher and students of SMAN 1 UBUD, it was found that the writing activity was usually started with giving the topic, asking the students to write based on the topic, collecting the students' writing, giving feedback and comments and finally giving score. The marking load from the teachers limited the students' opportunity to obtain some knowledge of what, how and why the mark was given to them. Besides, from the interview, the students regarded writing as the most difficult activity amongst the four

language skills since they needed extra time or even much energy to fulfill the criteria. After the paper submission, the students waited for the score of their writing. Then, they were expected to revise their writing based on the feedback given by the teacher. However, they often did not understand what to do further to the given feedback. As the result, they ignored the feedback and did the same mistake again.

Students often show their effort in learning by asking a lot of questions to the teacher and joining some courses out of school. Moreover they are always active in the learning process. In contrast, some students do not want to take apart during the process of learning. They often do cheating with friends, and do not really care about the teacher's explanation. That situation is perhaps influenced by many factors, such as environment, teacher's teaching strategy, and students' interest. In line with this, according to Marhaeni (2005), achievement motivation is motives to study, do homework, solve problems, and get skills accordingly to the schools standard. Regarding to that definition, teacher's teaching strategy and student's interest are very important factors to encourage the students to participate in the learning process. In this case, the teacher should find a good strategy that meet the student's interest, and then finally it can motivate them to improve their writing competency.

In this digital era, the students have recognized the use of many technology tools such as laptop, computer, or smart phone. They often use it online or offline. Offline based peer review provides the students using computer to review their friends' writing without connection to the internet. They can directly open the Microsoft word and start reviewing by using Track Changes. Track Changes is offline based software in Microsoft Word that allows people to keep a record of amendments made to a document. People can choose to accept or reject the amendments. Track Changes is a useful tool

for managing Changes made by several reviewers to the same document. In this research, the review was done by using Track Changes in Microsoft word 2010. Therefore, in this study Offline Based Peer-Review Using Track Changes refers to a strategy that allows the students to do peer-review using laptop or computers in the classroom without connection to the internet.

Based on the above rationale, the researcher was inspired to conduct a research to examine the effectiveness of putting the use of technology in peer-review and achievement motivation on the students' writing competency.

## II. METHODS

There were two variables examined. The independent variable was Offline Track Changes Peer-Review and moderator variable was achievement motivation. Dependent variable was writing competency. Posttest only control group design with 2x2 factorial arrangement was administered in this study. The population covered eight classes of the tenth grade and only four classes were taken as sample with 131 students. The data were collected using analytical writing rubric, achievement motivation questionnaire and anecdotal notes. Two way ANOVA and Tukeytest were administered to analyze the data.

## III. RESULT AND DISCUSSION

Hypothesis testing in this research was conducted by using two-way Anova. The next analysis would be F test. This test was conducted if there were differences in the result of two-way Anova analysis. Furthermore, Tukey test was administered as a post-hoc test to find out which groups showed more significant differences. It is obtained the following result.

*Table 4.16: The Summary of Two-ways Anova*

| Variance | JK | Db | RJK | $F_{observed}$ | Sig | Note |
|---|---|---|---|---|---|---|
| Between A | 3258.025 | 1 | 3258.025 | 175.694 | 0.000 | Significant |
| Between B | 666.944 | 1 | 666.944 | 35.966 | 0.000 | Significant |
| Inter AB | 80.278 | 1 | 80.278 | 4.329 | 0.041 | Significant |
| Within Group | 1260.975 | 68 | 18.544 | - | - | - |
| Total | 5223.500 | 71 | - | - | - | - |

As what is stated in the table 4.16, it was obtained $F_A$ observed = 175.694 with p < 0.05. Therefore, null hypothesis ($H_0$) which states that there are no significant differences between students taught by using Offline Based Peer-Review Using Track Changes and students taught by using conventional strategy was rejected. In other words, it can be concluded that there were significant differences between students taught by Offline Based Peer-Review Using Track Changes and students taught by using conventional strategy.

As what is stated in the table 4.16, it was obtained $F_A$ observed = 175.694 with p < 0.05. Therefore, null hypothesis ($H_0$) which states that there are no significant differences between students taught by using Offline Based Peer-Review Using Track Changes and students taught by using conventional strategy was rejected. In other words, it can be concluded that there were significant differences between students taught by Offline Based Peer-Review Using Track Changes and students taught by using conventional strategy

*Table 4.17: The Summary of Tukey Test Between High Achievement Motivated Students' Writing Competence Taught by Using Offline Based Peer-Review Using Track Changes and Achievement Motivated Students Taught by Using Conventional Strategy*

| .Variable | $Q_{observed}$ | $Q_{table}$ (0,05) | Note |
|---|---|---|---|
| $A_1B_1$ with $A_2B_1$ | 10.84 | 2.80 | Significant |

Based on Table 4.17, it was obtained that $Q_{observed}$ = 10.84 and $F_{table}$ = 2.80 ($F_{observed} > F_{table}$). In the line with that, null hypothesis which states there were no significant differences between high achievement motivated students taught by using Offline Based Peer-Review Using Track Changes and achievement motivated students taught by using conventional

strategy was rejected. Therefore, it can be concluded that high achievement motivated students taught by using Offline Based Peer-Review Using Track Changes and achievement motivated students taught by using conventional strategy were significantly different each other, in which in this case Offline Based Peer-Review

Using Track Changes was superior to conventional strategy.

*Table 4.18: The Summary of Tukey Test Between Low Achievement Motivated Students' Writing Competence Taught by Using Offline Based Peer-Review Using Track Changes and Achievement Motivated Students Taught by Using Conventional Strategy*

| Variable | $Q_{observed}$ | $Q_{table}$ (0,05) | Note |
|----------|----------------|--------------------|------|
| $A_1B_2$ with $A_2B_2$ | 7.89 | 2.80 | Significant |

Based on Table 4.18, it was obtained that $Q_{observed}$ = 7.89 and $Q_{table}$ = 2.80 ($Q_{observed} > Q_{table}$). In the line with that, null hypothesis which states there were no significant differences between low achievement motivated students taught by using Offline Based Peer-Review Using Track Changes and low achievement motivated students taught by using conventional strategy was rejected. Thus, there were significant different of writing competence between low students treated by using Offline Based Peer-Review Using Track Changes and students treated with conventional strategy. Therefore, it can be concluded that between low achievement motivated students taught by using Offline Based Peer-Review Using Track Changes and low achievement motivated students taught by using conventional strategy were significantly different each other.

The result of the first finding showed that Offline Peer-Review Using Track Changes is successfully applied to improve the students' writing competency. Falchikov (2001) states that peer-review is a review in which the students give feedback and give score on their peer's work or performance by referring to certain criteria. Peer-review has an important role to assist the students to become more autonomous, responsible, and involved in classroom activities. Since the teacher set the criteria of assessment, it encourages the students to think critically rather than seeing the mark

which refers they are knowledgeable with the assessment criteria used to evaluate the assignments. Feedback is very important to involve the students through communication with other students. The interview with the students who were treated by Offline Based Peer-Review Using Track Changes in this study indicated that they like this treatment better than conventional review because it opens wide chance for them to communicate the ideas and enlarge them through feedback given from their peer as well as teacher.

The teachers should manipulate carefully the treatment implemented in the classroom. Some challenges may appear in the implementation of peer-review. Falchikov (2001) states that hesitation may influence the effectiveness of peer-review as a student may feel uneasy to mark his peer and is not ready to gain other review. As a result, they will be more generous in giving mark. On the other hand, students are sometimes not happy to award mark to others. Hence, the teachers need to set out criteria to writing and provide the students with peer-review guideline, namely peer-correction worksheet (Mackbride, 2006 in Utami, 2010). The components of the marking sheets are obtained from the criteria used in the analytical scoring rubric. The mark given by the students are used to see how far the students' understanding in peer-assessing their partner's work. Hence, the teacher has a clear description on one's strengths and weaknesses before he/she

gives the final score. Any problems encountered by students in doing peer-review are thoroughly and openly discussed until agreement is reached (Black et a1.,2005: 50).

The obstacles in doing peer-review in the classroom predicted before conducting this study. Offline Based Peer-Review Using Track Changes suggests have been a series of activity, which cover reading peer's work, checking, check listing, and giving feedback to peer's work. It is a complex activity for students to fulfill and needs extra time and energy for creating understanding for the overall aspects required in doing Offline Based Peer-Review Using Track Changes. In the beginning of this study, the students were introduced to the basic principles of peer-review included the definition and the mechanism in reading, reviewing, check listing and filling the peer feedback marking sheets, and producing the final writing. The interview with the students indicated that Offline Based Peer-Review Using Track Changes is a complex activity that motivates them in producing the best work they can do based on the uniting criteria in each genre

The second statistical analysis showed there was significant interaction between students taught by Offline Peer-Review Using Track Changes and students taught by using conventional strategy and students' achievement motivation on writing competency. According to Suarsini (2011), the students with high achievement motivation treated by peer-assessment showed more intention and concentration in accomplishing their work as well as assessing their peers. It promotes cooperation, trust, and senses of responsibility, not just to one self but others. Besides, students can make models for each other by sharing their works. They also learn to make criticism and praise. The activity will guide the students to be sensitive and aware upon important aspects, such as topics (include main idea and topic sentence), content (include supporting details), vocabulary, grammar, organization,

and writing rules. The mark was given by the students or through negotiation from the teacher.

The third statistical finding showed the difference on writing competency between high-achievement motivated students taught by peer-review and conventional strategy. Marhaeni (2005) believed that students have different level of motivation and high achievement-motivated students gained better writing achievement than low achievement-motivated students.

Offline Peer-Review Using Track Changes has power to involve the students' to every phase of writing; pre-writing, drafting, reviewing, revising and editing, that can improve positive attitudes toward the subject which leads to the improvement of the students' writing achievement. Based on the interview with the students, it was found that they liked the activity. It showed a positive dynamic process of writing happened in every writing task given by the teacher. The students actively explored various sources for the task completion as they reacted immediately toward the given feedback from their peer. Different from conventional assessment which provided the students only with topic, examples, assignment paper submission, and a bit feedback, those things seemed to discourage the students, especially those who have high achievement motivation. Students' achievement motivation (one of internal motivations) is one of the important factors determining the success of students' learning. High achievement motivated students are able to explore their own ability more briefly and efficiently through innovation at their best. The students with high achievement motivation are the ones who fond of challenge from inside and outside of them.

The forth statistical finding explained the difference on writing competency between low achievement-motivated students taught by peer-review and conventional strategy. Ashok Sapkota (2012) states that peer-review was productive in teaching writing. It means the

process of learning using peer-review is good to be applied in the classroom. It motivates the students in the way of discovering a knowledge through discussion and correction mark.

Low achievement-motivated students treated with Offline Based Peer-Review Using Track Changes was challenged to do a series of peer-review activity, such as reading reviewing, correcting check listing, and scoring because they were motivated to be involved in the new learning environment. In addition, there were possibilities in which the friends who know better could help the low achievement motivated students in writing.

Whereas, the low achievement motivated students treated by conventional strategy were discouraged to follow the process of completing the writing tasks. They never try their best in producing a good piece of writing. The interview with the students showed that the students were confused about the feedback given by the teacher because the teacher did not explain what should be done further. It is different from the high achievement motivated students who were responsive and active to get feedback from the teacher. Low achievement motivated students only waited for the teacher to give feedback.

## IV. CONCLUSION

The results of this study showed a significant effect of Offline Based Peer-Review Using Track Changes and achievement motivation on students' writing competency. The students' writing treated by Offline Based Peer-Review Using Track Changes achieved better than those treated by conventional strategy. Moreover, both high and low achievement-motivated students appealed significant improvement on their writing competency.

This proves that Offline Based Peer-Review Using Track Changes was an effective strategy implemented in English class in improving the students' writing competency. Hence, the application of Offline Based Peer-Review Using Track Changes in writing class should be taken into consideration. By implementing Offline Based Peer-Review Using Track Changes in writing class, the teacher could promote a dynamic process of writing, which stimulates the students' activity and creativity to accomplish the writing tasks. Offline Based Peer-Review Using Track Changes could improve the students' evaluative skills since they were correcting and grading their peer's work based on the criteria and indicators of writing assessment provided by the teacher. It also helps the students to be more reactive and creative to fulfill the requirements of writing tasks. Integrate the use of technology in the classroom. Offline Based Peer-Review Using Track Changes open a greater chance for students to achieve their goal in learning English, especially in writing.

## REFERENCES

Black et al. (2005). *Assessment for Learning: Putting into Practices*. New York: Open University Press.

Falchikov, N. (2001). *Learning Together: Peer Tutoring in Higher Education*. New York:Taylor and Francis

Juliari, I. G. A. I. T. (2015). The effect of footstep strategy upon students' descriptive writing achievement of the seventh grade students of SMP N 5 Singaraja in the academic year 2015/2016. *Widya Accarya*, *4*(1). https://doi.org/10.46650/wa.4.1.573.%p

Marhaeni, A.A.I N. (2005). *Pengaruh Assesmen Portofolio dan Motivasi Berprestasi*

*Dalam Belajar Bahasa Inggris Terhadap Kemampuan Menulis Dalam Bahasa Inggris.* Unpublished Desertation: Universitas Negeri Jakarta

Sadirman A.M. (2011). *Interaksi dan Motivasi Belajar Mengajar.* Jakarta: PT Rajagrafindo Persada

Schunk, Dale H, Paul R. Pintrich, Judith L. Meece. (2008). *Motivation in Education. Theory, Research, and Application.* New Jersey: Pearson.

Sapkota, Ashok. (2012). *Developing Students' Writing Skill through Peer and Teacher Review: An Action Research. Nepal English Language Teachers' Association.* Pdf

Sardiman. (2012). Teaching and learning interaction & motivation. Jakarta: Rajawali Pers.

Suarsini, N.N. (2011). *The Effect of Peer-review on the students' Achievement Motivation in Writing Competency.* Unpublished Thesis

Sutrisna, G. (2019). Promoting students' descriptive paragraph writing competence through Picture Drawing Dictation Technique (PDDT). *Widya Accarya*, *10*(2). https://doi.org/10.46650/wa.10.2.769.%p

Utami, L.P. (2010). *The Effect of Peer-review on Students' Writing Achievement with Differing Achievement Motivation.* Ganesha University of Education: Unpublished Thesis

Yuniari, N. M. (2018). The effect of using powtoon audiovisual media upon the students' writing achievement of the third semester students of english education department faculty of teacher training and pedagogy Dwijendra University. *Widya Accarya*, *9*(2). https://doi.org/10.46650/wa.9.2.668.%p