TEACHING WRITING USING PEER RESPONSE VIA FACEBOOK

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Abstract: Of the all four skills (listening, speaking, reading, and writing), writing is regarded as the most difficult skill for L2 learners to master. This fact is reasonable as writing involves the process of composing message, thinking of the language to use, taking care of diction, textual organization, and other mechanics. The trend problem in the writing class shows that student writers almost never expressed their ideas using process of writing and never used conference activity for giving feedback on their peers' works for revision. Therefore, it needs a technique that helps them to work writing collaboratively with fun activities. In line with the dramatic problem and a way to solve it, the current composition theory supports the use of peer response focusing on the writing process more than the written product. It has created the process approach to teaching writing and has gained its popularity in writing classes. Research on computer-assisted language and learning theory also suggests that feedback or response can be provided either face-to-face or through the internet. Among many technologies, Facebook is the most popular social networking websites for college students. Through this paper, the presenter will outline guidelines for successfully implementing peer response activities via Facebook in writing class.

Keywords: *teaching writing, peer response, Facebook*

INTRODUCTION

Writing is regarded as the most difficult skill for L2 learners to master. The difficulty lies in generating and organizing ideas, in translating the ideas into readable text, and in expressing their ideas using systematic stages such as prewriting, drafting, revising, editing, and publishing. As Byrne (1984:3) asserts that in writing writers have to compose their writings using their own choice of sentence structure and organize their own ideas in such a way that readers can understand their writings.

According to Ghaitzh (2002), writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and reflection. Thus, when thoughts are written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

Moreover, Gebhard (2000:235) points out that there are problems faced by the EFL/ESL teachers in writing instructions. It deals with the less-proficient students that tend to use ineffective writing strategies. They think that they cannot write in English. It is happened because the teacher does not show the students how to write. Thus, the teachers should find an effective way of building students' self-confidence in the writing activities.

In relation to the need of building the students' writing, Harmer (2007:113) suggests that it is encouraged to build the students' writing habit. Many students either think or say that they

cannot, or do not want to write. This may be because of their lack of confidence. They think that writing is boring. Therefore, the teacher needs to engage them, from early levels, with easy and enjoyable activities as their habit, so that writing activities not only become a normal part of the classroom but also present opportunities for students to achieve almost instant success.

In the context of teaching academic writing in university, focusing on writing various types of essays such as argumentative essay is strongly suggested. Essay writing is important because it prepares the students to write long academic texts such as term papers or thesis (Cahyono, 2011:148). Writing argumentative essay is very essential for students because it forces them to think on their own such as they have to take a stand on an issue, support their stand with solid reasons, and support their reasons with solid evidence (Oshima & Houge, 2006:142). By writing such kind of this essay, the students will get well prepared to write long academic texts such as term papers or thesis.

In the writing class, the trend problem shows that students almost never expressed their ideas using process of writing and never used conference activity for giving feedback or response or comments on their peers' work for revision of the work. Therefore, it needs a technique that helps them to work writing collaboratively with fun activities. In response to the trend problem encountered by the students in the writing class, the implementation of peer response technique via online activity, via Facebook, is offered.

The current composition theory supports the use of peer response focusing on the writing process more than the written product. It has created the process approach to teaching writing and has gained its popularity in writing classes. Also, research on computer-assisted language and learning theory suggests the use of peer response through both face-to-face and internet. According to Wichadee (2013:1), peer response or feedback can be one source of useful information

where students read each other's drafts and give comments on the drafts. Both writers and commentators or readers gain benefits from the process of peer response. By this process, Krashen cited by Erfanian in Wichadee (2013:1) asserts that the writers will be aware of their writing problems and see their own progress. It helps the writers to get guidance and feedback on their writing. Thus, the writers can use those comments and suggestion from their peers to write the next draft.

Wanchid in Wichadee (2013:2) suggests that feedback can be provided either face-to-face or through the internet. Among many technologies, Facebook is the most popular social networking websites for college students. Similary, Deschryver et al. in Wichadee (2013:2) point out that students were generally comfortable with using Facebook for classes. Therefore, Facebook is deemed a new choice to be used as a learning tool for language writing development.

In addition, Song & Usaha (2009) state that the electronic peer response group produced more revision-oriented comments. Online peer response can be used at least for three purposes in ESL context: to increase autonomous writing, to improve writing proficiency, and to complete the cycle of writing process (Moloudi, 2011). About the benefits of applying guided peer feedback via Facebook, Yusof et al. (2012) assert that Facebook can be as a platform for guided peer feedback at the planning stage of an academic writing process. Similarly, Wichadee (2013) states that it can increase interaction among students, and can reduce the teacher workload meaning, helping the teacher to save time in class. Moreover, Cahyono (2011:159) suggests that by using Facebook, the skill in writing English essays enhanced when it is applied in the publishing stage of the process-based essay writing activities, and it positively encourage students to write essays. However, despite the development body of teaching writing using peer response via online activities, this paper deals with the implementation of peer response via Facebook in the teaching of writing

argumentative essay focusing on outlining/ prewriting and on revising/editing stages in Indonesian EFL context.

THEORETICAL BASIS

Peer Response

Peer response sometimes referred to as 'peer review', 'peer editing', or 'peer feedback' can be defined as the 'use of learners as sources of information, and interaction between each other' (Hansen & Liu, 2005:1). Peer response is an integral part of most writing classes. Since a great number of studies carried out by L2 researchers have dealt with the implementation of peer review and its ability to improve student drafts, Hansen & Liu (2005) found that peer response, comments, or feedback can lead to meaningful revisions. Revisions based on peer comments can be better in vocabulary, organization and content. Respected teachers and writing theorist have fostered peer response in writing class as a way to encourage students to write and revise.

Similarly, Mangelsdorf (1992:274) defines that peer response technique is sometimes called peer editing, peer evaluation or peer review. It is because students are doing more than editing, evaluating or reviewing students' essay. They are responding to what the essay says as well as how it says it. For beginning EFL students, peer response sessions usually consist of a group of three or four students reading or listening to a peer's draft and commenting on what they found most interesting, what they wanted to know more about, where they were confused, and so on–the types of response that naturally emerge from a discussion of writer's ideas. Therefore, the student writers then use the peers' feedback or responses to decide how to revise their drafts.

Mangelsdorf (1992:274) adds that at beginner and advanced levels of instruction, students can use worksheet or peer response sheet to answer questions concerning the draft's thesis, unity, development, focus, and so forth–whatever teacher wants to emphasize for that particular focus of lesson–as detailed as possible. Thus, after students complete the peer response sheet for a peer's draft, they then discuss with their peers the suggestions they made for revision.

Furthermore, Stevens & Levi (2005:17) indicates that peer response or feedback is most effective when given as soon as possible after student writers write their drafts in helping each other make positive changes in their subsequence work in the writing process. However, once the peer response process is underway, the writers' perception of the value of the enterprise is likely to change if they begin to receive useful feedback (Rollinson, 2005:24). For this to happen, however, the writing class has to be set up properly with the prior plan of grouping–peer group response and its procedure.

Referring the advantage of peer response in writing class, Mittan in Mangelsdorf (1992:275) points out that peer response can provide students with an authentic audience, increase their motivation for writing, enable students to receive different views of their writings, help students learn to read critically their own writing, and assist students in gaining confidence in their writings, and by discussions it allows students to use oral language skills. In short, peer response has the potential to be a powerful learning tool or technique.

The use of peer response or feedback is one means of making the function of assessments formative (Askew, 2000:21). Moreover, Sadler in Askew (2000:21) asserts that if peer response feedback does not have a formative effect on learning, then it is not truly feedback. In this context formative effect on learning means that the student writers' learning process using peer response or understanding are formed into a more developed the process of writing typically in the revising and editing stages.

To sum up, as writing teachers have begun to recognize the need to provide support for students at each stage of the writing process, the use of peer response–peer response group–has become increasingly popular. It can be argued that such group provides a real audience for sharing writing in progress. As argued by DiPardo & Freedman in Al-Jamal (2009:15),

the use of peer groups in the writing classroom goes beyond the goals of the paradigm shift from product to process and, perhaps more importantly, supports the critical role of social interaction in language learning.

Using Facebook as a Medium for Peer Response

Facebook has various features, such as 'Notes' and 'Like' function, which can be utilized as one of the language tools. Students who have Facebook accounts automatically have access to this feature and can participate in this activity. The feature of Facebook Group is utilized in this activity and the 'LIKE' function is suggested in this activity. The writing teacher uses the 'LIKE' function to highlight the feedback/response/suggestion posted by the peer reviewers which is considered constructive and useful in assisting the student writers to revise their work (Yusof et al., 2012:17).

Why it is used in peer response activities because despite the training of peer response is provided prior to the real application, not all response or feedback or comment posted by the students serves its function (Yusof et al., 2012:17). For instance, comments such as "like your essay" or "your topic sentence is interesting" other than probably motivating the student writers, are argue and have very little value in assisting them to improve their writing. Also, comments such as "I don't like your ideas" and "I disagree with your points" are not constructive thus would be beneficial. Instead, to be beneficial in peer response activities via Facebook, it should firstly be trained to look at the important aspects of the features of certain essay.

In short, the use of Facebook as a teaching tool has become popular and it is applicable for peer response activities in writing instruction. Its use is not restricted by time or distance, thus, it provides flexibility and convenience to both students and teachers.

TEACHING PROCEDURES

In relation to the writing instruction, it is recommended that the process steps of implementing peer response via Facebook should follow the stages of the writing process–prewriting, drafting, revising, and editing (Smalley et al., 2001:3-9). The student writers can revise their works effectively on the basis of peer feedback or comments from peer readers in the process of writing typically in the prewriting stage (Yusof et al., 2012) and revising/editing stage (Liu & Hansen, 2002). Therefore, peer response activity via Facebook applied in this paper focuses on the prewriting activities of the academic writing which is writing the outline of argumentative essay, and on the revising/editing activities (Miftah, 2014).

The followings are the steps to teaching writing using peer response via Facebook that can be described into pre-teaching, whilst-teaching, and post-teaching activities.

Pre-teaching Activities

1. Prepare the teaching of academic writing process focusing on writing argumentative essay (see the Core Materials in the Appendix 1).
2. Make Facebook group named W3FEBTOJUN14A. Teacher and all students should join in the group. (For those who do not have Facebook account they may be asked to create one).
3. Group the students randomly. Each group should be consistent in their own groups.

Whilst-teaching Activities

4. Train the students how to do peer response activities via Facebook (see the Appendix 2).
5. Ask the student writers to make an outline for their argumentative essay by posting the instruction (see Task 1a in the Appendix 3). The sample of outline of an argumentative essay posted by the student is shown in the Excerpt 1.
6. Ask the student reviewers to give comments/responses/suggestions on their peers' outlines by posting the instruction (see Task 1b in

the Appendix 3). The sample of responses/ feedbacks/comments on peer's outline posted by the student is shown in the Excerpt 2.

7. Highlight useful feedbacks by clicking "LIKE", and the owner of the outlines should pay attention to the useful feedbacks.

8. Based on feedbacks from peers, ask the owners of the outlines to revise/edit their outline and to write revised outline by posting the instruction (see Task 1c in the Appendix 3).

9. Based on their revised outlines, ask the student writers to write draft of their argumentative essay by posting the instruction (see Task 2a in the Appendix 4). The sample of draft of argumentative essay posted by the student is shown in the Excerpt 3.

10. Ask the student reviewers to give comments/ responses/suggestions on their peer's drafts by posting the instruction (see Task 2b in the Appendix 4). The sample of responses/ feedbacks/comments on peer's draft posted by the student is shown in the Excerpt 4.

11. Highlight useful feedbacks by clicking "LIKE", and the owner of the draft should pay attention to the useful feedbacks.

12. Based on feedbacks from peers, ask the owners of the drafts to revise/edit their drafts and to write their final writing products by posting the instruction (see Task 2c in the Appendix 4).

Post-teaching Activities

13. Ask the students to print out their final writing products in a piece of paper.

14. Discuss the results of the writing products.

CONCLUSION

It is the fact that applying peer response via Facebook as a fun activity is useful. Teaching writing using peer response via Facebook may be done by following the process of outlining, drafting, posting, commenting, revising/ editing, and writing final version. To produce the writing product in form of a composition typically argumentative essay, the process of revising/editing may be done in several stages beginning from outlining up to revising/editing stages. The implementation of peer response via Facebook in the process of teaching writing can motivate the students to write better, and by this technique they can express their ideas and have a conference with peers to communicate each other for giving feedback on their peers' work for revision. Hence, the success of such activities depends much on the role of the teacher as facilitator. By the guidance of the teacher, the students can experience the process of learning how to write argumentative essay through this way.

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APPENDIX 1: CORE MATERIALS OF ACADEMIC WRITING

1. Essay organization (introductory paragraph, body paragraphs, and concluding paragraph)
2. Formulation of thesis statement
3. Developing main ideas and supporting points
4. The process of writing
5. The process of making an outline
6. The mechanics of outlining such as numbering system
7. The features of argumentative essay

APPENDIX 2: WORKSHEET ON TRAINING OF PEER RESPONSE VIA FACEBOOK

Introduction

Do you know that peer response can be implemented via both in-class and online activities such as Facebook? In this peer response training you will learn how to do peer response activities via Facebook. If you have experience of doing peer response via Facebook in this activity, you are ready to do the process of writing in order that the writing you produce will be a good composition after your peers' feedback.

Task

Your task here with peer response training is to raise your awareness on what constitutes a good or a weak feedback/response/comment. For this purpose, at first, you are assigned to come to your Facebook group for an online exercise. Each of the groups is given a model of outline and rough draft of argumentative essay posted by the teacher. You as reviewers should give comment/response/feedback on the drafts in comment box. The good or useful comment/feedback/response is signed "LIKE" by the teacher. In the end of this activity, you and your friends in group are asked to discuss your written feedbacks to check and validate understanding, and the revised version should be posted by each of the groups.

Process

To do online peer response exercise via Facebook, please follow the steps:
1. Make sure that you have Facebook account and already joined in Facebook group of the writing class in www.facebook.com
2. Come to your small group of the Facebook group. Be consistent in your small group.
3. Look at the models of outline and rough draft of argumentative essay posted by the teacher on his/her Facebook account.
4. Write comments/feedbacks/responses/ suggestions on the models in your comment box based on the posting of the instruction.
5. Revise/edit the models by considering the useful comments from your peers of the small group. The good or useful comment is signed "LIKE" by the teacher.
6. Discuss your comments with your friends and teacher.
7. Write the final version based on the useful comments by posting your writing on your account.

Conclusion

After the activities of online peer response training via Facebook, right now you realize that knowing and mastering skills of providing written feedback on the outline and writing draft will give you the easier way to the writing process.

APPENDIX 3: TASK 1 FOR PEER RESPONSE ACTIVITIES VIA FACEBOOK

FOCUS	TASK	PARTICIPANT	INSTRUCTION
Outlining/ Prewriting Activities	1a	Writers	Make an outline for your argumentative essay on your own topic.

	1b	Reviewers	Give comments/responses/suggestions on your peer>s outline by following the instructions below:
			1. Look at the title, the thesis statement, the essay pattern in the thesis, and the restatement of the thesis in conclusion, and check whether the topic sentences for body paragraphs are CLEARLY WRITTEN and EASY TO UNDERSTAND or not. Explain why?
			2. If you find the thesis statement and/or the essay pattern in the thesis and/or the topic sentences for body paragraphs and/or the restatement of the thesis in conclusion DO NOT HAVE a match or any direct and correct relationship, make suggestions by giving examples of your own version of thesis statement or topic sentences or conclusion.
			3. You are required to give comments on the parts of the outline of the body paragraphs. Pay attention on:
			  - The topic sentence (labeled A, B, C, etc.) – whether they are CORRECTLY presented or not,
			  - The supporting details (labeled 1, 2, 3, etc.) – whether they are DIRECTLY supporting the topic sentence or not, and
			  - The examples (labeled a, b, c, etc.) – whether they are clearly supporting the supporting details and the topic sentence or not.

	1c	Writers	1. Revise/edit your outline based on the good/useful feedback/comment/response/suggestion from peer reviewers. (THE GOOD/USEFUL FEEDBACK IS SIGNED "LIKE" BY THE TEACHER). 2. Write your revised outline (the result of prewriting activities).

APPENDIX 4: TASK 2 FOR PEER RESPONSE ACTIVITIES VIA FACEBOOK

FOCUS	TASK	PARTICIPANT	INSTRUCTION
Revising/ Editing Activities	2a	Writers	Write first draft of your argumentative essay based the revised outline.
	2b	Reviewers	Please give comments on your peer>s first draft by following the instructions below. 1. Read the introductory paragraph. You are required to give comments on the parts of the INTRODUCTORY PARAGRAPH. MAKE SUGGESTIONS BY GIVING EXAMPLES OF YOUR OWN VERSION. Pay attention on: - Making introductory paragraph should follow the technique of Funnel Introduction (covering general statements and thesis statement) – whether they are SUFFICIENTLY, CLEARLY, and CORRECTLY presented or not. - General statements (introducing the general topic of the essay and capturing the reader's interest) – whether they are SUFFICIENTLY stated or not, - Thesis statement (covering topic and controlling idea, and showing the essay pattern (block pattern or point-by-point pattern)) – whether it is CORRECTLY indicated or not. - Thesis statement (mentioning both sides of the issue, or the writer's point of view only) – whether it is CLEARLY stated or not. - Thesis statement (using expression to introduce opposing points of view, and using transitional signals of contrast to connect the opposing point of view to the writer's counter argument) – whether it is CLEARLY stated or not) 2. You are required to give comments on the parts of BODY PARAGRAPHS. MAKE SUGGESTIONS BY GIVING EXAMPLES OF YOUR OWN VERSION. Pay attention on: - Body paragraphs (supporting arguments for thesis statement) – whether they are SUFFICIENTLY stated or not. 3. You are required to give comments on the parts of CONCLUDING PARAGRAPH. MAKE SUGGESTIONS BY GIVING EXAMPLES OF YOUR OWN VERSION. Pay attention on: - Concluding paragraph (summarizing the main points/subtopics or restating the thesis statement – whether it is CORRECTLY presented or not. - Concluding paragraph (leaving final thoughts (prediction, consequences, solution, recommendation, or quote an expert)) – whether it is SUFFICIENTLY stated or not.

2c	Writers	1. Revise/edit your first draft based on the good/ useful feedbacks/responses/comments from peer reviewers. (THE GOOD/USEFUL FEEDBACK/ RESPONSE/COMMENT IS SIGNED "LIKE" BY THE TEACHER).
		2. Write your final writing product (the result of revising activities).

EXCERPT 1: SAMPLE OF OUTLINE OF ARGUMENTATIVE ESSAY

Faizatun Nisa

24 Mei · Disunting

Name : Faizatun Nisa
SRN : 1201120838
Task 1 : Outline of Argumentative Essay

Topic : Pro and contra Palangka Raya becoming Capital City

I. Introduction
Thesis statement : Although some people agree that Palangka Raya become Capital City, I believe that is not good idea to move Capital City to Palangka Raya

II. Body
A. Opposing argument 1
Palangka Raya is strategic area, because this area located in the middle of Indonesia between sabang to merauke, and it is safe from disaster.
Rebuttal to argument 1
To move Capital City is not easy, it can not imagine how much it cost to move Capital City to another area, and it should be consider a variety of things to do so.

B. Opposing argument 2
Palangka Raya will become centre of political, economic, and cultural, and centre of certain activities or industries.
Rebuttal to argument 2
There are negative impact if Palangka Raya become Capital City. Such us a large amount of vehicles produce a high air pollution, increased criminality, many forest would be lost because it is used for building residents house.

C. Own point of view
1. I disagree if Palangka Raya become Capital City
2. Reason
a. It is too hard and difficult to move Capital City to Palangka Raya
b. It has bigger disavantage more than advantage become Capital City

III. Conclusion
In conclusion, to move Capital City to Palangka Raya is not good idea. Many things should be do. It should be consider, especially about cost. And the effects become Capital City should be consider too, whether it give more negative effects or positive effects.

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EXCERPT 2: SAMPLE OF RESPONSES/FEEDBACKS/COMMENTS/SUGGESTIONS ON PEERS' OUTLINE OF ARGUMENTATIVE ESSAY

- <u>Ria Mahmudah</u> *So far, for the thesis statement , the body paragraph and the conclusion is sufficient. " But " I think that for body paragraph of the outline, it should be give the symbol like : a,1,I,...etc... although it just one rebuttal or reason (from my experience in before assignment)*

  <u>26 Mei pukul 13:11</u> · <u>Batal Suka</u> · <u>1</u>

- <u>Siti Mouri KudoGawa</u> Reviewer: Siti Fatimah
  Writer: Faizatunnisa

  I. Thesis statement
  Be careful with your sentence you must make it clearly. Let see your statement I believe that is not good idea to move Capital City to Palangka Raya.
  What do you mean with that in here? Is it conjunction or pronoun? If it is conjunction, it will better if like this:
  I believe that it is not good idea to move Capital City to Palangka Raya

  II. Body paragraph
  Don't forget to use expression to introduce opposing point of view (opposing argument), then connect it to rebuttal argument with transition signals of contrast
  For example:
  A. Opposing argument 1
  Opponent claim that Palangka Raya is strategic area, because this area located in the middle of Indonesia between Sabang to Merauke, and it is safe from disaster.
  Rebuttal to argument 1
  However, to move Capital City is not easy, it cannot imagine how much it cost to move Capital City to another area, and it should be consider a variety of things to do so.
  B. Opposing argument 2
  Although Palangka Raya will become centre of political, economic, and cultural, and centre of certain activities or industries.
  Rebuttal to argument 2
  There are negative impacts if Palangka Raya becomes Capital City. Such us a large amount of vehicles produce a high air pollution, increased criminality, many forests would be lost because it is used for building residents house.

  III. Conclusion
  In generally, the conclusion is sufficiently enough, because it has restate the main points of thesis statement, and leave final though (recommendation).
  But, be careful with your sentence. Let>s we see
  In conclusion, to move Capital City to Palangka Raya is not good idea. Many things should be do. It should be consider, especially about cost. And the effects become Capital City should be consider too, whether it give more negative effects or positive effects.
  For me the better one is
  In conclusion, to move Capital City to Palangka Raya is not good idea. Many things should be done. It should consider, especially about cost. And the effects become Capital City should consider too, whether it give more negative effects or positive effects.

  <u>27 Mei pukul 0:06</u> · <u>Batal Suka</u> · <u>1</u>

EXCERPT 3: SAMPLE OF DRAFT OF AN ARGUMENTATIVE ESSAY

Faizatun Nisa

5 Juni · Disunting

Name : Faizatun Nisa
SRN : 1201120838
Task II : First Draft of Argumentative Essay

Pro and Contra Palangka Raya become Capital City

Capital City is city that functions as the seat of government and administrative centre of a country. Jakarta is the Capital City of Indonesia. Now, Jakarta has many problems. Pollution and over crowded population have been becoming serious problem to overcome. Flooding and traffic jams have been Jakarta's biggest problem too for many years. So, some people suggested to move Capital City to another area. Palangka Raya is city that being considered as a new Capital City. Although some people agree that Palangka Raya become Capital City, I believe that it is not good idea to move Capital City to Palangka Raya.

Opponent claim that Palangka Raya is strategic area, because this area located in the middle of Indonesia between sabang to merauke, and it is safe from disaster. In 1950's the first President of the Republic of Indonesia, Soekarno initiated to move Capital City to Palangka Raya. This issue still being discussed until now. The gheography of Palangka Raya is better than Jakarta, there is no volcano, and less potency to the earthquake, and it is not far from Jakarta. However, to move Capital City is not easy, it cannot imagine how much it cost to move Capital City to another area, and it should be consider a variety of things to do so. How many central office should be moved to Palangka Raya, not only central office but the centre of government, and certain activities or industries should be moved too, and it need a lot of work and need a huge cost. Government should prepare much money and infrastructure in the next Capital City, if all those preparation do not doing well, Palangka Raya will has some problem as Jakarta. It means moving the Capital City only wasting money and time.

Opponent said that Palangka Raya will become centre of political, economic, cultural and certain activities or industries. Palangka Raya will be developed into the center of the country. Everything will be centered in Palangka Raya, and it will give a distinct advantage for this city. However, there are negative impacts if Palangka Raya become Capital City such as a large amount of vehicles produce a high air pollution, increased criminality, and many forest would be lost because it is used for building residents house. We know that all things would be moved to Palangka Raya and those impact will give problems to the Palangka Raya. So, there are more disadvantage than advantage become Capital City.

Moving Capital City to Palangka Raya is very hard and difficult. It need a lot of work and need a huge cost. In conclusion, to move Capital City to Palangka Raya is not good idea. Many things should be done. It should consider, especially about cost. And the effects become Capital City should consider too, whether it give more negative effects or positive effects.

Top of Form

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EXCERPT 4: SAMPLE OF RESPONSES/FEEDBACKS/COMMENTS/SUGGESTIONS ON PEERS' DRAFT OF ARGUMENTATIVE ESSAY

Siti Mouri KudoGawa Reviewer: Siti Fatimah
Writer: Faizatunnisa

1. Introductory paragraph
The Introductory paragraph is sufficiently and clearly because it has covered general statement and thesis statement.

2. Body paragraph
The body paragraph has supported argument s for thesis statement and those are sufficiently enough. Because in each opposing and rebuttal argument has some supporting sentence that support the thesis statement.

3. Conclusion
The conclusion has summarized the main points and it is correctly. But you should leave the final thought. For example:
Moving Capital City to Palangka Raya is very hard and difficult. It need a lot of work and need a huge cost. In conclusion, to move Capital City to Palangka Raya is not good idea. Many things should be done. It should consider, especially about cost. And the effects become Capital City should consider too, whether it give more negative effects or positive effects. Therefore, in my opinion it will be better if we use the costs which want to change capital city for help young generation education and to solve poverty problem.

8 Juni pukul 8:30 · Batal Suka · 1

Ria Mahmudah *as far as, i am concerned that for the introductory paragraph and body paragraph have been sufficient, and enough clear. have been appropriate with the requirements. but, I think your concluding paragraph is not effective and not enough sufficient, because teh point of the first sentence in the concluding paragraph , you write down more in the third sentence or after the expression of conclusion. I mean taht it wiil be better if the sentence like this and more easy understandable and dont forget too,,,, you should give the final thought same as Mr said:forexample;Moving Capital City to Palangka Raya is very hard and difficult. It need a lot of work and need a huge cost and will there are so many negative effects then positive effects if it happened. In conclusion, to move Capital City to Palangka Raya is not good idea. that is way,it seems to me that it wiil be better if the capital city keep stay in Jakarta to avoid some bad things for Palangka Raya and it will be better too if the money for the society of Indonesia who need it so much to overcome poverty and education problem.*

8 Juni pukul 14:58 · Telah disunting · Batal Suka · 1

THE MULTIFACETED DIMENSIONS OF ENGLISH LINGUISTICS, LITERATURE AND EDUCATION

PROCEEDINGS OF INTERNATIONAL CONFERENCE
ON THE 2nd ENGLISH LINGUISTICS, LITERATURE AND EDUCATION (ELITE)
10 -11 October 2014

English Education Study Program
State Islamic College of Palangka Raya
2014

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Proceedings of International Conference
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FOREWORD

The proceedings, *The Multifaceted Dimensions of English Linguistics, Literature and Education*, are the selected papers that were presented in the 2nd English Linguistics, Literature and Education (ELITE) International Conference in Indonesia conducted at the State Islamic College of Palangka Raya, Central Kalimantan, on 10 -11 October 2014. The title of the proceedings was taken from the theme of the International Conference.

The conference was organized by English Education Study Program of the State Islamic College of Palangka Raya in cooperation with the Association of Teachers of English Linguistics, Literature and Education (ELITE) in Indonesia. English Linguistics, Literature and Education is a discussion forum that researchers, practitioners (lecturers, teachers and instructors) and teachers can expose their ideas, researches and products on language teaching of English Linguistics, Literature and Education. One of the annual activities is international conference which is aimed at testing out ideas and perspectives of all researchers, practitioners (lecturers, teachers, instructors) with intellectual bearings that can be different one another and to share a similar frames of reference. This conference is objected to bring together a broader spectrum of scholars to have an intellectual conversation.

With the compilation of the conference papers, it is expected that the proceedings will be beneficial for the practitioners (lecturers, teachers and instructors) participating in the conference. Also, it is hoped that this proceedings will be useful for those who are interested in the development of their knowledge in language teaching of English Linguistics, Literature and Education.

The appreciation is addressed to the organization of the conference and the publication of the proceedings. First, it is addressed to the Chairman of State Islamic College of Palangka Raya (Dr. Ibnu Elmi A.S. Pelu, SH., MH) as well as the President of ELITE (Dr. Hj. Like Raskova O., M.Ed). The gratitude is also addressed to the plenary speakers of the conference, Prof. Rodney H Jones (City University of Hongkong, Hongkong), Prof. Peter Mickan (Adelaide University, Australia), Prof. Joko Nurkamto, M. Pd (Sebelas Maret State University), and Handoyo Puji Widodo, S. Pd., Postgrad. Dipl. Appl. Ling,. MA (University of Adelaide, South Australia). Finally, the deepest thanks go to the members of the organizing committee, and all lecturers and students of English Education Study Program of the State Islamic College of Palangka Raya who gave their attention and time for the success of the international conference.

Palangka Raya, 26 December 2014

Editors

TABLE OF CONTENTS