

# MODELING AND PEER REVIEWING AS SCAFFOLDING IN EFL STUDENTS' ENGLISH BUSINESS CORRESPONDENCE WRITING

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## **Abstract**

*The research aimed to investigate how Modeling and Peer Reviewing as types of scaffoldings in learning, practical expansion of Constructivism approach could assist the EFL (English as Foreign language) learners to improve their writing skill in English Business Correspondence class. As a derivation of Constructivism approach, Modeling and Peer Reviewing, two types of scaffolding in learning (which may employ various teaching methods) tend to put more weight on the social factors of Language Teaching instead of in quest for 'the best method'. The research methodology used was Classroom Action Research, which utilized the cycles of Action Research: Planning-Acting-Reflecting-Revising the Plan. The data collection was conducted by interviewing, taking learning activity log (field note), and giving Pre-test and Post-test to the student-participants. All these data were analyzed and decoded to see patterns and tendency. The result described that the two scaffolding tools: Modeling and Peer Reviewing were able to give impact to the improvement of students' English Business Correspondence skills. Modeling and Peer Reviewing generally improved the students' writing quality and improve their scores. The Modeling action gave initial pictures on the message structure of the business letters, commonly used phrases, writing styles, vocabulary, content/ ideas for writing, grammar and sentence structure. The Peer Reviewing action contributed feedback on the students' work. The feedback could be upon: grammar and structure, message structure, writing style, diction and set phrases. The recommendation based on the research is that the teachers/lecturers/instructors are to give initial instruction and some explanation regarding the framework or basic concept before applying the Modeling and Peer Reviewing in the classroom. The application of Modeling and Peer Reviewing should also consider: students' readiness and students' maturity.*

*Keywords: Modeling, Peer Reviewing, Scaffolding, Constructivism, Classroom Action Research, English Business Correspondence*

## **INTRODUCTION**

### **1. Background**

That learning is an individual process and made special by the individual unique features in one's mind has been believed for ages. However, another concept then emerged, believing that learning is not merely individual, but cultural and social. Vygotsky (1978) mentioned in his description of *Zone of*

*Proximal Development (ZPD)*, that there is an area between *the actual development level of the learner* (determined by independent problem solving capacity) and *the level of potential development* (determined by potential capacity of the learners to achieve beyond their current ability). This gap is bridged by an alternative "tools" Language Teaching, called: *scaffolding*.

Scaffolding is an operational definition of what is called 'Constructivism approach', an approach in education derived from one of the concepts in Developmental Psychology. Scaffolding takes place in the *ZPD* and gives assistance up to the extent that learner is able to do his/her task independently. Before the learner is able to perform the completion of independent task, scaffolding will give the necessary assistance to the learner. The term 'scaffolding' originated from the works of Wood, Bruner and Ross (1976) as mentioned by Lipscomb, Swanson, and West (2008). The term 'scaffolding' was created as an analogy to describe the type of aid offered by a teacher, tutor, trainer or peer to support learning.

The idea of scaffolding was used specifically for assisting one to solve problems with partial assistance. The concept can be applied to any various tools which serve the function of assisting learning. There were two learning concepts which became the focus in this research, Peer Reviewing and Modeling. These two concepts contain cultural zones, individual zones, and skill-oriented zones. As argued by Jacobs (2015):

...learners construct their own networks of knowledge by collaborating with others as they connect new information to their present knowledge and interests. Because each person is different, students come away from the same activity or lesson with different individual representations of the ideas studied. Teachers can facilitate this construction work, but the key is what happens in each individual's mind, which, in turn, is affected by what other people (peers and teachers) are thinking, doing, and saying...

This research aimed to describe how Peer Reviewing and Modeling as scaffoldings were able to help students in

English Business Correspondence classes to learn writing. A description of how students were supported and helped by Peer Reviewing and Modeling in terms of generating ideas related to a particular topic and producing an appropriate text organization, is presented here.

The writing observed was EFL (English as Foreign Language) writing in English Business Correspondence. The focus of observation was following the type of writing on which the syllabus and teaching materials of EFL students' writing were based on. The syllabus of English Business Correspondence writing was mostly related to how students express ideas through a business letter in business context and for business purposes. There lied the problem of EFL students, who had limited ability to express ideas in written language.

The writing applied in English Business Correspondence Course is a type of writing which has a unique way of paragraph development. The uniqueness is in the way the writer utilizes narration, description, cause and effect, example and illustration, to compose a piece of writing. The purpose of the writing is to present a piece of writing which is used in business world, especially in announcing negative news, orders, acknowledging routine requests and claims on particular products or services. Due to the purpose of English Business Correspondence writing, the discrete types of writing (narrative writing, descriptive writing, argumentative writing, expository writing) is not the central point in learning writing. The point in English Business Correspondence writing is to learn how to write in English for business purpose. Rather than teaching writing using discrete approach (classifying writing according to discrete types: narrative writing, descriptive writing, argumentative writing, expository writing), the teachers in English Business

Correspondence class teach the students to set a certain goal first before writing. The teachers prefer the term: paragraph development (Nadell, McMeniman, and Langan, 2003) more to 'types of writing', as Nadell, McMeniman, and Langan (2003: 55) states

Keep in mind that most writing begins with a specific purpose, not with a specific pattern. The patterns combination used to develop and organize a piece of writing evolves out of that purpose.

Dealing with EFL writing in English Business Correspondence course, there are two major problems for the students in English Business Correspondence course. The first is in finding 'what to write' (generating ideas about specific topic) and the second is how to develop the idea that has been found. Developing the ideas includes using the appropriate grammar, sentence structures in each paragraph and developing paragraphs organization to form a composition.

Based on experiences in teaching EFL writing, beside these two major problems (mentioned in the previous paragraph), there is another problem which specifically appears mostly in EFL context: inexperienced EFL writers have a problem in generating the appropriate tenses and the voices (passive or active), or in short: problems in grammatical structures.

In relation with those two major problems in writing, the study was to find the effect of peer reviewing and modeling as the scaffoldings in learning to the students' writing process. Scaffolding is a term refers to any assistance in any forms given by a more capable peers, tutor, or resources, to help the learner moves from his/ her present level of knowledge/ skills mastery to the higher one. However, scaffolding does not provide direct answer for problems in learning, but more to showing the path in solving a

problem. Therefore the study tried to answer the following questions:

1. How do the peer reviewing and modeling (in the English Business Correspondence writing class) affect students' writing attainment?
2. How do peer reviewing and modeling affect the writing process in term of generating ideas?
3. How do peer reviewing and modeling affect the writing process in term of organizing writing composition?
4. In the paragraph development of writing, how can peer reviewing and modeling bridge the gap between the information needed for the writing content and the existing writer's schemata?

## 2. Purpose

The study aimed to find out the pattern in the process of writing using peer reviewing and modeling. The process of writing consists of planning, drafting, revising and editing (Guth (1985: 15) in Ngadiman (2008: 6). Therefore, to find out the pattern, the students' writing process in English Business Correspondence class at Widya Mandala Secretarial Academy Surabaya was observed to find the pattern of how a learner uses peer reviewing and modeling in generating ideas and organizing the idea development for making a writing composition.

## 3. Theoretical Framework

The study was based on the theory of Zone of Proximal Development (ZPD) by Vygotsky ((1978) in Lipscomb, Swanson, and West (2008)), stating that every student has a level of achievement in learning, somewhere between their dependent level (a level where they are dependent to the teachers in finishing the task given) and independent level (a level where they are able to work independently). The zone where the students are able to perform a task completion **only if** assisted by a more capable peer, tutor, media, and necessary

resources, is called ZPD. In the ZPD, students are assisted by peer reviewing and modeling during their learning process to achieve their independent level, in which they are able to perform a task independently. In learning writing, scaffolding takes place in the writing process. Consequently, if it affects the process, peer reviewing and modeling also affects the writing product, in other words, the students' writing achievement. A better understanding on the process of how peer reviewing and modeling affect students' writing is described.

### Modeling

English as a second language (ESL) writing teachers face distinct challenges as they try to help students write in the language that is appropriate and natural to the native-English-speaking audience. It is disheartening when the writings of even advanced-level second language students often contain many awkward sentences and non-English-like patterns. ESL writers face various linguistic challenges as they write, and they should be allowed to navigate through the writings of others to attend to the linguistic features they may need in order to accurately express their thoughts. ESL writing teachers can help students by providing language support, through models and prewriting activities, that will encourage students to recognize certain linguistic forms and stock phrases used by native-English-speaking writers. The support of a writing center is also essential because a writing center not only introduces students to the academic community, but also serves as a forum where students can negotiate meanings and discover correct language forms so that they can then convey them (Kim, 2012).

An attempt to use modeling has been made in the study applied to the third-year English Writing courses at the Nagoya University of Commerce and

Business (NUCB), titled *English Writing V* and *English Writing VI* for the first and second semester respectively, exemplify a genre-based framework in its curricular design (Lin, 2006). In this context, the researcher uses genre-based teaching (teaching writing based on the genre: narrative, descriptive, argumentative, expository). The teaching material is writing genre, while the technique for teaching is using modeling. Here is a description on how modeling occurs in the teaching process (Lin, 2006):

..., the students are encouraged to constantly refer to the model text and their grammar work as they write, and the instructor plays an active role by circulating around the classroom and guiding the students in turn or when they are in need, reminding them constantly about the text organization, appropriate use of reported speech, how they can vary the reporting verbs, and so on. Each piece of writing goes through more than one draft, before it is submitted to the instructor, who then provides further feedback for a final draft to be submitted for grading

The researcher used a model text which is circulated around the class, as the scaffolding, to assist the students in their writing organization and grammar. Then, the writing composition made by the students are going *through a few rounds of drafting, editing, and re-drafting* (Lin, 2006), as being the prerequisite of a writing 'process'.

A research of more or less the same topic made by Lin (2006), has been conducted before by Kim and Kim (2005), which also emphasizes on genre-based teaching writing founded on modeling technique. The additional point of Kim and Kim's research is on the application of formative assessment as the scaffolding. Both Kim and Kim (2005), and Lin (2006) used writing process orientation in their studies.

Having seen the previous studies and compared to our present study, there are general similarities and differences that can be found.

The similarities:

1. All the studies, including mine, agree that modeling occurs in a collaborative work rather than individual work.
2. All the studies are conducted in the classroom setting.
3. All the studies considered writing as a process, not just a product.
4. All the studies agreed that modeling improves writing process.

The differences:

1. The context and setting of the studies are varied from one to another.
2. All the studies agreed modeling improves writing process; only how it improves, to what aspect (scores, idea generation, organization, or just general improvement) and to what extent, differs from one to another. For instance, the aim of our study is to describe the pattern of how modeling used in the teaching writing is able to help the learners in generating ideas and forming an appropriate organization in the writing process.

### Peer Reviewing

Peer review, refers to the process of students editing for mistakes and giving feedback on other students' writing, provides student-writers with alternative sources of feedback beside their teachers'. Theoretical framework as the foundation of peer review is in Vygotsky's (1978) social-constructivist-teaching-learning theory, which argues that social interaction is essential in cognitive development, and in collaborative learning theory, which states that learners benefit from peer interaction and collects the resources from peers to complete tasks they may find too difficult on their own (Hirvela,

1999, in Brett Morgan, Fuisting , and White, 2014).

Peer reviewing opens a gateway for each individual to develop 'meaning making'—a process actually happening in learning, construct his or her own new skills and knowledge, influenced by what other people (peers) are thinking, doing and saying (Jacobs, 2015). Each person has his or her own unique way of thinking; therefore, even though they are working on the same project or assignment, they will come up with different representations of the ideas studied (Jacobs, 2015). In peer reviewing, the less capable student may learn from the more capable students and the more capable students may develop and sharpen their own mastery of a particular learned skill or knowledge.

As Bruner (1978: 19; in Hammond and Gibbons, 2001: 24-25) argues that knowledge is constructed in collaboration with the surroundings, the peers, tutors, or teachers, rather than simply transferred on, or handed from teachers to learners. Based on this notion, in peer reviewing, not only the peers that dominate the process of learning, but also the individual her or himself, as well as the teacher, take parts in the learning process. The active participation of each component (the individual, teacher, and peers) constructs and transforms understanding, negotiate meanings, and form a new knowledge, shape a new skill.

### Writing Process in Business English Correspondence

In Business Correspondence subject, writing process is basically the same as the other kind of writing which consists of planning, drafting, revising, and finalizing then producing a product. The special feature of writing in business correspondence may lay in the specific vocabulary, common sentence patterns and expressions, and message structure of the writing genre.

The vocabulary of business correspondence covers mostly the business offices life, and administration terms. The common sentence patterns and expressions used require the learners to consider the following language component: tenses (past, present, future, continuous, perfect), active and passive voice, then types of sentence (simple, compound, and complex). Each business correspondence writing (mostly business letters, then report, proposal and agreement document) has special message structure. The message structure has a specific steps and flow of ideas as well as content context.

What the student will do in a business correspondence class is the followings:

1. Students learn a specific type of business letter or written document.
2. Students learn all language and content aspects of each particular business letter.
3. Students learn to make (reproduce) a specific type of business letter.
4. Students learn to creatively write any business letter assigned by the teacher/ lecturer.

#### Zone of Proximal Development (ZPD)

Zone of Proximal Development (ZPD) was first introduced by Vygotsky, an expert in constructivism of learning, the adapted to the present approach of teaching. He defines ZPD as: *the distance between the actual developmental level as determined by independent problem solving and the level of potential developments as determined through problem solving under adult guidance or in collaboration with more capable peers.* (Vygotsky, 1978). This definition of ZPD now has been expanded and elaborated into many practices of learning, across its original context. For instance, the learning approach whose underlying theory is ZPD is no longer applied only to children (compared to Vygotsky's phrase: *under adult*

*guidance*) but also to adult learners (see Bodrova and Leong (1998), Barnard and Campbell (2005), Kim (2005), and Lin (2006)).

The idea of ZPD is actually taking place in a transition period of learning, between being a dependent learner and being an independent learner. During the transition, a learner needs help by *adult guidance or in collaboration with more capable peers* (Vygotsky, 1978 ). The goal of the guidance is to make the learner becomes more independent. There are two points inferred from ZPD. The first, learning is a process (it requires a *zone*, an area of time and learning, a length of period). The second, learning operates the best in a collaboration (with more capable peers). The following section discusses further about the relationship between Modeling-Peer Reviewing and Zone of Proximal Development.

#### The Relationship between Modeling-Peer Reviewing and Zone of Proximal Development

Vygotsky (1978), as cited by Lipscomb, Swanson, & West (2008), introduced the term Zone of Proximal Development (ZPD), a level of learning in a learner where he or she is in the middle between his/ her independent level and dependent level. Peer reviewing and modeling actually takes place in this area.

In the process of learning, the teacher assists the students in mastering a task or concept that the student is at the beginning unable to grasp without any help. Lipscomb, Swanson, & West (2008) states that:

*"...the teacher offers assistance with only those skills that are beyond the student's capability. Of great importance is allowing the student to complete as much of the task as possible, unassisted. The teacher only attempts to help the student with tasks that are just beyond his current capability..."*

Students are expected to make mistakes or errors while peer reviewing and modeling are applied during learning. However, these errors are anticipated with feedback from teachers. The function of peer reviewing and modeling is like a ladder, bringing students to the next level of understanding, concept, and knowledge (Kim and Kim, 2005).

#### Peer Reviewing and Modeling in Writing Process

There are various supportive devices while applying modeling and peer reviewing which are able to be used in the learning. They are, according to Lipscomb, Swanson, & West (2008):

*...breaking the task into smaller more, manageable parts; using 'think alouds', or verbalizing thinking processes when completing a task; cooperative learning, which promotes teamwork and dialogue among peers; concrete prompts, questioning; coaching; cue cards or modeling. Others might include the activation of background knowledge, giving tips, strategies, cues and procedures.*

Teachers need to be concern of guarding the learner in a chase of the task while lowering the learner's stress level. Skills or tasks which are too far beyond reach direct a student to his frustration level, and tasks that are too simple can trigger much the same effect. The writing models: narration, exposition/ expository, argumentation, persuasion, and description can be learned through peer reviewing and modeling. Theoretically, the peer reviewing and modeling gives the necessary cues in the use of appropriate grammar, expressions, transition signals, and diction. The students may select and use the appropriate language according to their ideas and topics, in other words, operates in the sentence structure and grammatical forms of the students' writing composition.

On the other hand, modeling and

peer reviewing provide information about who are usually addressed by 'what' topic. This type of assistance gives the students a description of the audiences' characteristics, audiences who are reading their writing composition later on, what kind of groups will read and even judge their writing.

All these scaffoldings are meant to help students extending their writing skills step by step to the higher level, stretching their dependent task-completion to the more independent task-completion.

The process of organizing ideas is another area that modeling and peer reviewing in writing will operate on. While generating ideas is simply finding out what to write, organizing ideas means the process of putting the ideas, reflected in the sentences structure, cohesion, coherent paragraph development, and logical flow of the whole ideas in a writing composition. Barnard and Campbell (2002), quoting Van Lier (1996), state principles in scaffolding (in this case: modeling and peer reviewing) are:

- *Continuity: repeated occurrences over time of a complex of actions, keeping a balance between routine and variation in order to sustain motivation*
- *Intersubjectivity: two or more minds thinking as one in pursuit of a common goal*
- *Flow: easy and natural communication between participants*
- *Contingency – the type and extent of assistance depends on the learners' reactions*
- *Handover – the learner is ready to undertake similar tasks without help: the scaffolding is dismantled*

#### *Significance*

Peer Reviewing and modeling is based on the principle of 'social and cultural interaction' experienced by a learner to minimize the pressure on

searching and maximize the learner's potential to learn and discover. Correspondingly, the study was expected to yield some contribution to ELT (English Language Teaching) techniques, focusing on writing skill for students.

Another significant contribution of the study is to improve the current classroom practice in teaching and learning writing.

#### *Methodology*

This study observed the writing process and the writing product. The observation took place in the state where students were accomplishing the task given (process). The participants were the semester 5<sup>th</sup> students taking English Business Correspondence III classes at Widya Mandala Secretarial Academy Surabaya. Their level of writing ranged between Pre-Intermediate to Intermediate, meaning that they had already had a knowledge of basic sentence structure, some tenses, and writing organization. The number of the participants was 31 students taking English Business Correspondence Class. The length of the study was 7 weeks. The participants were taught using peer reviewing and modeling twice a week, for 100 minutes in every meeting.

The study itself was limited only to the extent of observing and mapping the process of how peer reviewing and modeling affect in the writing process. The limited number of students (28 students) caused the result of the study not to be made into generalization, or considered applicable for all setting and context of EFL writing. However, the result definitely contributed some insight and input for taking teaching writing in EFL context, and provided some suggestion to do a further research in EFL writing.

#### *Research Design*

The research was qualitative with limited use of numbers and figures only for describing tools. The design of the

study was Classroom Action Research. The general pattern of action research is planning, acting, developing, and reflecting (Stringer's, Lewin's, Calhoun's, Bachman's, Riel's, Piggot-Irvine's, and Hendricks's in Mertler, 2009).

This study investigated the writing process conducted by the students of English Business Correspondence who are taught using *Modeling* and *Peer Reviewing* as the scaffoldings. The exploration of the writing process is done using classroom action research.

The problems to solve in this study were the followings:

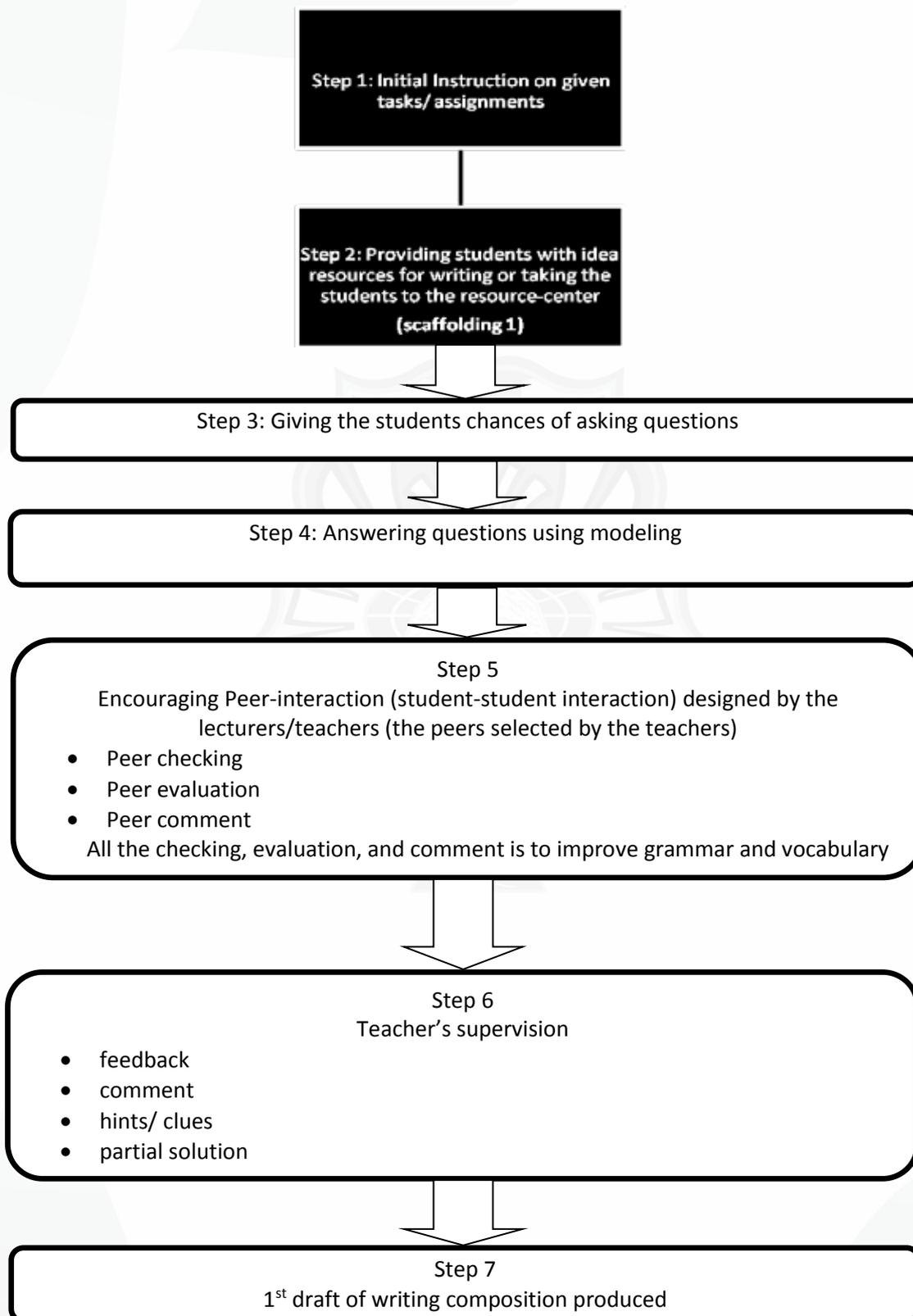
1. How do the scaffoldings: *Modeling* and *Peer Reviewing* (in the English Business Correspondence writing class) affect students' writing attainment?
2. How do *Modeling* and *Peer Reviewing* affect the writing process in term of generating ideas?
3. How do *Modeling* and *Peer Reviewing* affect the writing process in term of organizing writing composition?
4. In the paragraph development of writing, how can *Peer Reviewing* and *Modeling* bridge the gap between the information needed for the writing content and the existing writer's schemata (background knowledge)?
5. Are *Modeling* and *Peer Reviewing* effective scaffoldings in English Business Correspondence Writing?

To conduct the research on investigating these research questions, the following steps of Classroom action research were conducted: planning, acting, developing, and reflecting.

Planning means identifying the topic, gathering preliminary information, reviewing related literature (as suggested by Mertler (2009), and an additional steps: designing a class action plan, creating writing rubric for evaluating students' writing attainment, arranging a

set of semi-structured interview questions, and preparing task and assignment for the students according to the syllabus used in the observed class.

Acting applies in the observed class following a particular action plan. This action plan carries out the teaching-learning process in writing, also serves as the procedure of lesson delivery.



The action plan above was carried out during the writing process: brainstorming, planning, outlining, and drafting. One cycle of this action can be repeated to improve the students' writing.

Developing an action plan was carried out after doing these two steps. Step one covers these elements: implementing the action plan, collecting the data through the research tools (interview, assigning tasks and record the result, and observation (keeping the record using field notes). Step two is the analysis and the interpretation of the data. After the data analysis and interpretation, an important outcome: the findings, is used to develop the next action plan for the classroom teaching. This developed action plan is the important goal of any classroom action research since this developed action plan is the tools to solve the class problems: the reason why this whole classroom action research conducted.

Reflecting the whole process of the existing classroom action research is the last step of a research cycle. The research was conducted in two cycles. Each cycle is closed with a reflection, a tool to prepare the next cycle.

#### Participants

Due to the Classroom Action Research nature, and the purpose of the Classroom Action Research Methodology: to improve the class' teaching-learning-activity, the participants in the research were the existing students in a class of English Business Correspondence III Classes (two parallel classes) in Widya Mandala Secretarial Academy Surabaya.

The classes used as the subjects consisted of 31 students (in total) with the similar average background of English Business Correspondence competency. These students were taught in two meetings, twice a week, 7 meetings for one level. They had slightly different emphasis on their potential English skills.

Some might be better in writing and reading, some might be better in speaking and listening. The every-week-meetings were originally divided into two major activities: one set of meetings for learning about making announcement and negative request acknowledge-ment, another one for making jobs application. Grammar and sentence structure were taught integratively in each meeting, depending on the needs of a particular topic in each meeting. The class did not allocate a special meeting for teaching grammar and sentence structure.

Due to the nature of qualitative study, the objective of the study was to explain the process: describe and map the pattern of how *Modeling* and *Peer Review* play their roles in helping students to generate ideas and organize them in logical-coherent, well structured-paragraphs, in their writing composition. In addition, the purpose of the research was not to make generalization, but rather to improve a particular specific class in its teaching and learning writing.

#### Research Instrument

Qualitatively, the research instruments were the writers themselves. They observed the writing process conducted by the students, recorded the observation, and analyzed the data. The researchers were assisted by field note, semi-structured interview, observation journal, and records of students' work.

#### Data Collection

The data collected were in two types: qualitative data and quantitative data. The qualitative data were the writing composition, the observation notes on the students' writing process, and the transcript of students' structured interview result.

The second type of data collected were the quantitative data. These data were gained from the scores of the writing composition made by the students. However, the research did not process the quantitative data further

because the nature of the research was not quantitative. The quantitative data serves for descriptive purpose, to support the findings gained through observation, interview and checking the students' work.

The data collection were conducted in two cycles, each took six meetings. The procedure was described in the following steps:

1. The Pre test was administered in the first meeting. The test papers were scored and analyzed using a writing rubric designed by the writer. The scores were in the form of quantitative data.
2. The writing assignment was given for 4 times (two in each cycle), in the 12-meeting-period. Each student's writing composition was scored and analyzed using a writing rubric designed by the writer. The scores were in the form of quantitative data while the result of the analysis was in the form of qualitative data (with categories, patterns, and description).
3. The interview was conducted at the end of each cycle. The result was then recorded and made into interview transcript (qualitative data).
4. The observation was conducted every time the writer entering the class to teach. The result of the observation was noted down and analyzed (qualitative data).
5. After all the data were gathered, the analysis began.

#### Data Analysis

The data analysis was conducted for the two types of data. For the writing sample, the piece of writing was categorized or grouped according to a writing rubric, then described to get the whole picture of the writing process. The interview results were grouped, decoded, and then interpreted using categories, and patterns. The observation notes were also categorized and grouped, seeing if there

were similar patterns occurring or similar categories appear. While for the writing assignment scores, they were only to support the result of qualitative analysis.

## **DISCUSSION**

### *The Effect of Modeling and Peer Reviewing*

Modeling and Peer Reviewing gave some significant effects on the learning process of English Business Correspondence as well as the products of the learning (the letter writing).

#### *Modeling*

*Modeling* gave initial pictures on the message structure of the business letters, commonly used phrases, writing styles, vocabulary, content/ ideas for writing, grammar and sentence structure.

In terms of message structure of the business letters, *modeling* assisted the students to see the authentic model of how a particular business letter was arranged and made. The model allowed students to see the real format, the content of each paragraph, and how the paragraphs were connected one another. After seeing the model, they could conclude how the message of a particular business letter was arranged.

Regarding the commonly used phrases, the students could observe what phrases or sentences were commonly used in a particular letter from the given model. They could take notes and memorize all the phrases and reuse them in a different context of the similar letter.

About writing styles, each letter usually had a unique pattern of writing which differentiated one letter from another. The models provided the students with several options of writing styles.

Generally, each particular letter also made use of common vocabulary or words which are used repeatedly (like phrases and sentences). The words in the model served as tools for the students to pour out their ideas and thought into the business letters.

Referring to the content, the students could see the general picture of the tone, sentence voices, coherence and the cohesion in the paragraphs, of how a particular type of business letter was presented.

In terms of grammar and sentence structure, the students could learn from the model, the common grammar and structure used in a particular business letter. Therefore, the students needn't have to learn all aspects of grammar or structure, only the necessary ones which are used repeatedly in the same type of letter.

#### *Peer Reviewing*

*Peer Reviewing* contributed feedback on the students' work. The feedback was upon: grammar and structure, message structure, writing style, diction and set phrases.

The feedback in *peer reviewing* involved giving comment and correction on the peers' work. The feedback given eventually could improve the students' grammar and structure, message structure, writing style, diction and set phrases.

The feedback upon the students' grammar and structure were in the form of comment and correction put on the student' papers. The feedback was about the tenses used, the grammatical aspects such as conjunctions, passive or active voices, and subject-verb agreement.

Regarding message structure, the students observed and checked whether their friend' letters had been written corresponding to the standard message structure learned before. During *modeling* activity, the students learned the standard message structure of a particular letter. They used the standard message structure as a 'ruler' to compare and match their friends' work.

For the writing style, the feedback served as tools to evaluate whether the students' writing had been corresponding to the regular style of a particular letter.

The feedback was also about whether the letters had used the common phrases or words usually found in a particular type of business letters. The students gave suggestion for phrases or words which are commonly used in the letters.

#### *The collaboration of Modeling and Peer Reviewing in Group Activity*

Grouping and Discussion provided space and atmosphere for creativity, knowledge transfer among peers, and triggered construction of new knowledge.

The students' creativity was accelerated during the group activity. Because of the stimulant from the brainstorming and free-wheeling within the group, the students were encouraged to dig more in the discussion and come up with more ideas. Therefore, there was a room for creativity. The students transferred knowledge to one another and built new knowledge based on the previous knowledge they had. This situation helped the students to solve the problems appearing in working on the assignment.

However, the teachers/lecturers/instructors' role still played important role in the classroom during the writing process. They provided logical frame of the concept. When the students had difficulty in solving a problem during the discussion, they asked for a confirmation to the teacher, whether their proposed solution was correct. Moreover, when the students tried to construct the concept of a particular learning point, sometimes they were not sure about the correctness. When this situation happened, the students came for confirmation to the teachers.

A clear, systematic and visual or written instruction was needed as well as verbal instruction in conducting the approach. The teachers used any visual or written tools such as writing on the whiteboards or LCD projector and screen for presentation, or verbal instruction by

oral explanation, in giving the initial explanation or providing confirmation for a learned concept which was tried to be built by the students.

It was also found out that more capable individuals would help less capable ones during the group work. Because the students were given more room to express their capability, it was automatically that the students who were more capable were socially triggered to help the less capable ones. As the result, the students could build the target knowledge based on the learning point assigned.

#### *The Effect of Modeling and Peer Reviewing in the Students' Learning Result*

##### *The students' scores*

The students' scores generally increased after the administration of *Modeling* and *Peer Reviewing* in the classroom learning activity. This increase indicated the improvement in writing skills of Students (marked by the increase of students' scores). From table 4.1., the scores of A group increased 45% in general while the overall scores of group B increased 38% (Table 4.2.).

From the interview and students' log activity, it could be concluded that the students improved their confidence and their creativity, as well as their task completion skill. They began to manage their time well and explore more ways to solve problems. These changes contributed significantly in their scores increase.

During the activity, *Modeling* and *Peer Reviewing* functioned as scaffolding for learning in the following areas:

- a. understanding the meaning of 'high frequency used vocabularies'
- b. making sentences (arranging the sentence structure)
- c. using the appropriate tenses
- d. understanding the words and sentence structure of the letter model/sample.

#### *The impact of two scaffolding tools: Modeling and Peer Reviewing to the students' English Business Correspondence skills*

How far the impact of two scaffolding tools: *Modeling* and *Peer Reviewing* to the students' English Business Correspondence skills as well as the aspects involved in the mastery of the skills were shown from the data collected during the Classroom Action Research.

The students' perception on some points of the guiding questions during *modeling* activity was sometimes similar and sometimes different. Therefore, the teacher set the standard for the answers. (e.g. when they discussed the content: why the business relationship was terminated).

While doing *peer reviewing* activity, all students found the given rubric to be helpful in checking/reviewing their friends' work. For instance, in one of the session, four random students could recognize that the letters being reviewed were incoherent and the message structure was illogical. One student asked to the peer reviewer regarding the use of 'cannot' in negative message. The friend could not answer, they both went to the teacher and got the answer (this is teacher's feedback) to confirm the students' review. Eventually, the students admitted that the rubric and the *peer reviewing* help them to revise their work.

In one occasion, one student reported to the teacher that she was not sure about checking the grammar of the letter. Being asked further, she said she was afraid if her grammar knowledge did not support her while checking/reviewing.

In another event, a group had difficulty in answering the guiding questions because they did not understand some words (vocabulary problems) and the sentence structure (the students said the sentences were too

long). One group said they had difficulty because they thought the letter expressed different expression from the ones they usually found in the similar letter parts. Finally, another group could not get the main point of the letter. However, after they were assisted by the teacher's triggering questions and intervention (orally), they succeeded. In conclusion, the written guiding questions weren't enough for them to solve the questions.

Oral intervention was needed to help students construct the necessary knowledge.

Overall, *modeling* and *peer reviewing* had been found to be quite useful to extend the students' learning skills since they were engaged in a group activity, given an encouraging atmosphere to do problem solving and exploration.

**Table 4.1. Class A Scores**

No	Students' Number	Pre Test	Post Test
1	4105012038	21	27
2	4105013001	23	28
3	4105013002	22	29
4	4105013004	25	32
5	4105013005	18	27
6	4105013006	24	26
7	4105013007	28	33
8	4105013010	18	27
9	4105013014	18	28
10	4105013030	27	30
11	4105013043	22	28
12	4105013046	20	31
13	4105013048	22	29
14	4105013051	23	26
15	4105013052	23	28
16	4105013055	21	29
17	4105013056	23	32
18	4105013058	24	28

**Table 4.2. Class B Scores**

No	Students' Number	Pre Test	Post Test
1	4105011034	17	22
2	4105012029	25	31
3	4105013011	23	28
4	4105013022	24	27
5	4105013025	18	32
6	4105013026	23	26
7	4105013028	18	30

8	4105013038	25	29
9	4105013044	25	32
10	4105013045	22	24
11	4105013047	23	32
12	4105013054	25	32
13	4105013059	26	29

### Recommendation

After evaluating the result of the research, there are at least four recommendations suggested for the future teaching of English Business Correspondence classes. They are:

- 1) The teachers/lecturers/instructors give initial instruction and some explanation regarding the framework or basic concept, before applying the *Peer Reviewing* and *Modeling* in the classroom.
- 2) The application of *Modeling* and *Peer Reviewing* should consider: students' readiness and students' maturity.
- 3) *Modeling* and *Peer Reviewing* are not applied 100% but mixed with the conventional method.
- 4) Teachers/lecturers/instructors should give confirmation and regular intervention during the *Modeling* and *Peer Reviewing*.

### CONCLUSION AND SUGGESTION

*Modeling* and *Peer Reviewing* have been tried in several institutions and in

various context as well as subjects. These collaborative methods are subjects for further researches, especially in classroom teaching context. Seeing the various effects of the methods in various contexts, all the effects tend to show that *Modeling* and *Peer Reviewing* enhance social interaction between students that lead to creativity booster and problem solving.

The challenges of applying *Modeling* and *Peer Reviewing* lie on the adjustment of to what extend the students are let alone in their 'quest' and 'journey' and how much percentage of the teacher's intervention into the group activity. Inappropriate adjustment of these factors might result in less satisfactory outcome of *Modeling* and *Peer Reviewing* application.

Further researches on the effect of *Modeling* and *Peer Reviewing* application in various classroom settings and contexts are encouraged to complete the 'puzzles' of this operational constructivism application.

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