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## The Effectiveness Of Using Peer Feedback On Students' Writing Descriptive Text

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### ABSTRACT

*This article aims to determine whether there is a significant difference in the writing skills of the tenth graders of SMA NU Centini before being taught using peer feedback and after being taught using peer feedback. This research is classified as pre-experimental research. Involving 20 student in one class by comparing student scores before being taught using peer feedback (pre-test) and after being taught using peer feedback (post-test). The results showed that there was a significant difference in students writing skills before being given treatment and after being given treatment using peer feedback techniques. This can be seen in the results of hypothesis testing through the Paired Sample T-Test. The results of the analysis showed that the post-test mean score (60) was higher than the pre-test mean (42.25). So  $H_a$  is accepted. This means that there is an increase in students writing achievement after being given treatment. Furthermore, the researcher has calculated that the score obtained  $> t_{table}$  ( $7.993 > 2.093$ ) and significant 2-tailed  $< 0.05$  ( $0.000 < 0.05$ ). So,  $H_a$  accepted. This means that the Peer Feedback technique statistically has an influence on student abilities writing descriptive text.*

**Keywords:** Effectiveness, Peer Feedback, Descriptive text.

## **I. INTRODUCTION**

Writing is very important for students. Writing can be found in all fields of study. Writing is also an integral part of language skills (Maulidah & Aziz, 2020). Miller (2021) says that writing is essential because it is used extensively in higher education and the workplace. Therefore, the government designed a curriculum that places this placement as one of senior high school students' skills.

The practical learning technique used in learning is using Peer Feedback. Peer feedback is a practice where one student provides feedback to another student. Peer feedback allows students to learn from one another. However, after the written assignment is complete, students need to work together to track their work and provide input to partners before the instructor has a diploma (Maulidah & Aziz, 2020). Feedback from a partner is called peer feedback. Input from peers can be corrected, recommended, or suggested. Ideally, peer feedback is a two-way procedure in which students cooperate with others. Peer feedback provides trust through collaborative dialogue and friendship in which two-way feedback is

established, and two parties are negotiated, and two parties are given a chance to think. From that opinion, it can be concluded that peer feedback fosters student self-confidence and a critical attitude.

The problems above are the problems faced by students at SMA NU Centini. From the observations with interviews with subject teachers at SMA NU Centini, there were problems encountered. According to what had been described by the subject teacher, it was writing skills that were currently still difficult for students to face. Students pour their ideas into the stages of writing and apply them in a sentence according to their imagination. With the writing stages, students make it easier to write. However, in writing descriptive texts, students tend to be passive in responding to them due to less varied techniques. This is what makes it difficult for students to apply it (Halim, 2018).

In this case, the researcher will try to apply students who can't develop their imagination in writing by using Peer feedback techniques on descriptive text material. Descriptive text is a

description text for a visual experience human, place, or object. It is used to create a visual picture of entities, locations, periods, or times. It can also be used to identify people who look outside. It can say about their character and personality characteristics.

Based on these problems, there are solutions that teachers can use. One of them is using peer feedback to evaluate and build student self-efficacy in writing. Using peer feedback techniques can help teachers conduct and monitor direct peer feedback. Discussion among students can be an effective way to evaluate and strengthen their motivation to write better. The study aims to find the effectiveness of the peer feedback techniques on student descriptive text writing skills and find the student's response to writing descriptive text using peer feedback techniques.

## **II. Literature Review**

### **Writing**

Many experts define what is written. According to Komur (2010), writing is one of the English language skills that must be mastered: listening, speaking, reading, and writing. Writing

is another useful ability that entails conveying a message using letters and symbols. Communication means that certain information must be sent to others, and a message must have a purpose. In other words, the skills in writing create a written product that contains certain information.

Komur (2010) also says that a writing product requires to be generated, organized coherently, how discourse-markers and rhetorical conventions which used to cohesively put them in written text, how texts are revised for clearer significance, how text are edited for appropriate grammar, and how to make a final product. Writing produces something in a written form so that people can read and perform it or use it. It means that writing always leads to a type of written text to be read and understood to communicate the writer's idea to the reader.

In addition, the process of writing is split into four different phases. The first is: choice of the topic and information collection. The second one describes how thoughts should be organized into outlines. The third one is to write a hard text. In this phase, the authors follow

and disregard grammar, dotting, or orthodoxy. The fourth phase is to polish or revise or edit.

Based on the preceding definition, writing is a creative skill that transmits communication through thinking, drawing up, and reviewing the written result to others. Writing, in other terms, is the process of creating several meaningful words in order and for communication. Through writing, people can communicate something to everyone who reads it and share what they feel (Aziz & Dewi, 2019).

Based on the explanation above, the author believes that writing skills are an activity to turn our thoughts and feelings into words or express them in a text. It is useful and challenging to master because it needs to be studied from several levels. But it is not difficult to write, and other skills are the same; it is not learned immediately, but it takes a lot of hard work.

#### *Writing Goals*

Many specialists clarify the reason for writing. According to Giddings (2011), it is necessary to know what reasons we will have to write for this leads the writer to a different strategist of thoughts. Writings' intent is broader

than writing techniques and styles themselves. It supports these aspects and includes the effect of the writer on readers. Isnaemi (2016) further claimed four overall written objectives: informing, persuading, expressing, or entertaining. Moreover, Clouse explained in more detail about the purposes of writing and included each of their samples:

1. Share experience
2. Inform
3. Persuade
4. Entertain

In summary, what and how the authors write depends primarily on the reader and the intent of writing themselves. The readers can receive the message correctly by understanding the goal of writing which the writer wants to share. In addition, the author can help to structure the concept correctly through knowing the goals.

#### **Peer Feedback Techniques**

The word peer can be defined as age, experience, capacity, or social status equality. Peer feedback provides trust through collaborative dialogue and friendship in which two-way feedback is established, and two parties are negotiated, and two parties are given a

chance to think. This peer feedback fosters the effect of self-confidence and critical attitude on students. The application of peer feedback in classroom writing is not a new phenomenon. However, many use the techniques because students who have no learning experience can learn from the learning experiences of other students. Several studies have provided a positive picture of peer feedback in the writing process. As Silva & Matsuda (2012) argues, feedback is an integral, central and important element of language learning, especially in writing, as it provides the writer with a pool of knowledge between what the reader needs and the expectations of the student. However, students need more guidance in providing feedback. Teacher input on student writing plays an important role in the teaching writing process.

In other words, this means that students can understand the language characteristics required for their writing under the teacher's feedback and structure their writing, which will make it easier. The depiction of feedback is as criticism and useful information in fixing something to show someone. Peer

feedback is a condition in which students make thoughtful criticism of their friends' assignments or worksheets. The application of peer feedback in the learning process is very useful. To achieve this, educators must understand some of the principles about peer feedback as described by Nicol & MacFarlane-Dick (2006) below:

1. Make it clear what good performance is.
2. Facilitating reflection and self-assessment in learning.
3. Provides high-quality feedback information that helps learners correct elves.
4. Encourage teacher-student and peer dialogue.
5. Encourage positive motivational beliefs and self-esteem.
6. Provide opportunities to act on feedback.
7. Use feedback from students to improve teaching.

From the explanation above, it can be concluded that peer feedback is a performance that links students with the same skills in commenting on other student assignments. Peer feedback can be worked out by demonstrating these principles.

Feedback was divided into two types, namely: cognitive and affective. Cognitive feedback pays more attention to the content of the work and includes summarizing, defining, and explaining the aspects of the work that are being reviewed. On the other hand, effective feedback focuses on the quality of work and uses affective language to express good writing and criticism or to use non-verbal expressions such as facial expressions, gestures, and emotional tones.

#### *Advantages of Peer Feedback*

Many experiments were performed on student author effects of peer reviews. Peer Feedback from peers was found to be helpful when correctly used to support writing. The advantages and disadvantages of the peer feedback techniques are Silva & Matsuda (2012) as follows:

Table 1. Advantages of Peer Feedback

<b>Advantages</b>
Students constructive involvement :
A valid contact context
Environment without discrimination
Authentic alternative audience
Writers get a sense of reader's needs
Reduced writing apprehensions

Critical literacy skills growth
Reduces workload for instructor

#### Descriptive Text

According to Kane Thomas (2000) "Description is about sensory perception how it looks, sounds and tastes something. It primarily concerns visual experiences, but classification also includes other perceptions."

Descriptive text is used to define a specific person, place, or thing. The descriptive text generic structure is:

1. Identification: introduction of the definition of something, place, or person.
2. Description: sections, attributes, and characteristics of the object, person, or place addressed.

It can be inferred that a text describing a person, place, or thing describes visual experiences. It is used to create a visible picture of individuals, places, even times or times. It can also be used for describing people outside. It can tell about its character and personality characteristics.

Based on the description, writing descriptive text has a social function to describe a particular person, place, or thing. Writing descriptive text also grammatical features; according to

Knapp & Watkins (2005) Write there are many descriptive writing grammatical features, as follows:

1. The current tense is primarily used in descriptive text
2. While tense present can be used in the literary definition, tense past is more likely to override
3. When the phenomenon's appearance/qualities and part/function are classified and identified, relative verbs are applied.
4. Verbs of action are used for behavior user explanations.
5. When explaining sensations in the literary descriptions, mental verbs are used.
6. The adjective is used to provide additional noun details and may be used.
7. Depending on the text, academic, every day, or literally.
8. The definition of personal and literary content is typically human.

### **III. Research Method**

#### **Research Design**

The research method is a systematic activity that uses a certain method to discover new things or to prove a theory. In this study, the

researcher used quantitative methods and a pre-experimental design. Testing objective theories using quantitative research involves examining the relationship among variables (Baxter et al., 2008). These variables, in turn, can be measured, usually with instruments, so that numbered data can be analyzed using statistical procedures. This was a one-group pre-and post-experimental design.

#### ***Participant***

Participants of this study were conducted in SMA NU Centini in the even semester academic year 2021/2022. The researcher chose one class, X-IPA, as an object in this study because the subject teacher recommended the class names. One class in X-IPA has 20 students.

#### ***Instrument***

The instrument used by researcher was pretest-posttest and Questionnaires. The explanation instrument is as follows:

#### ***Pretest***

The pretest made to know students writing skills, especially in descriptive text material, before giving treatment. In the pretest, students will be asked to write their descriptive text based on the

topic provided by the researcher, using their technique. A test sheet will be given to the students, on which they will be asked to write a descriptive text.

**Post-test**

The researcher also used a posttest; the purpose of the posttest is to determine the final score of students after being given treatment. Then, in the posttest, they were asked to write a descriptive paragraph using the peer feedback technique.

**Questionnaire**

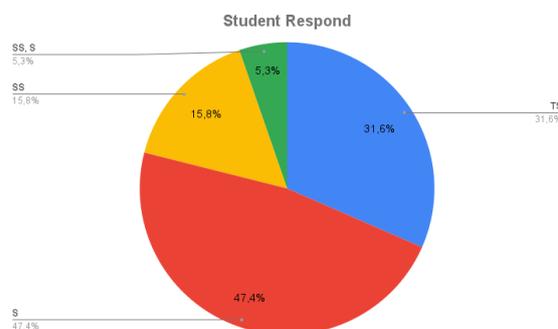
The researcher used to questionnaire. The questioner made to know the learning-teaching process before doing research study at the class. The questionnaires are based on writing skill criteria developed by several professionals.

**IV. Result and Discussion**

**Student Respond of Peer Feedback**

The researcher will display the percentage of student responses below.

Diagram 1. Questionnaire Students Response to Peer Feedback



From the diagram above, it can be seen that the student's responses to writing descriptive text using peer feedback are mostly they like this teaching technique. However, some disagree. From the percentage above stating "SS (Sangat Setuju)" many as 15.8% stated "S (Setuju)" much as 47.4% stating "TS (Tidak Setuju)" much as 31.6% and stating "STS (Sangat Tidak Setuju)" much as 5.3%. In this case, students are confident and have a critical attitude towards correcting their friend's writings.

Table 2. The result of Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	42.25	20	12.083	2.702
Posttest	60.00	20	9.032	2.020

The first output presents an overview of the analyzed variable pairs, including the mean (mean) before being given treatment 42.25 with a standard deviation of 12.083 and after treatment 60.00 with a standard deviation of 9.032.

Table 3. The result of Paired Sample

### Correlation

	N	Correlation	Std. Error Mean
Pair 1 Pretest & Posttest	20	.591	0.006

Furthermore, in the second output, the correlation results of the two variables produce a number of 0.591

with a probability value (Sig) of 0.006. This means that before and after treatment are not significantly related because the probability value is  $> 0.05$ . for more details, the result of paired sample t-test can be seen in Table 4. below:

Table 4. The result of Paired Sample t-test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paire 1 Pretest - Posttest	-17.750	9.931	2.221	22.398	-13.102	7.993	19	.000

From the third output, it is known that the value obtained is -7.993. In the t-test, the plus and minus signs are not considered, so the value is  $-7.993 > 2.093$  (t-table). So it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. So it can be supposed that the peer feedback technique affects the writing skills of the tenth-grade students of SMA NU Centini.

Based on the calculation of the posttest results, the average score of the ability to write descriptive text is 60.00, while the pretest score is 42.25. It can be interpreted that there is significant or

effective peer feedback technique is used.

In other words, peer feedback is constructive, and it can be seen from the increase in Posttest scores obtained by Sig. (2-tailed) shows that there are no students whose scores are below the pretest scores in the posttest class of writing descriptive text. There is one student (80-100) in an outstanding category, four students (66-79) in the excellent category, nine students (56-65) in enough category, six students (40-55) in the low category, and 0 students (30-39) in the poor category. It

can be concluded that the average student is included in the sufficient category on the posttest or after they has been given treatment using peer feedback.

On the other hand, based on the score pretest, the average value of students is classified in the category of less and bad. There are four students (30-39) in the very bad category. Exist 14 students (40-55) in the poor category, and students (not in the scoring range) in the poor category. It can be concluded that the majority of students are classified as pretty good either in the posttest category or after they are treated using a peer feedback technique. Overall, from the comparison of pretest and posttest scores, it is can be concluded that the findings indicate that the students' descriptive text writing scores are effective using peer feedback.

## **v. Conclusion**

Based on statistical analysis, the authors found a difference in scores between the pretest and posttest. The posttest means score is higher than the pretest mean. Before the students were taught to use peer feedback technique, their total writing test score was 845

and their pretest average was 42.25. After students were taught to use the peer feedback technique, their total score on the writing test was 1200, and their posttest average was 60. The results of the calculation of t-test and t-table for the significance level of 1% and 5% showed a significant difference between pretest and posttest. The t-test value is 6.876, and the t-table is 2.861 at the 1% significance level and 2.093 at the 5% significance level. Based on the results above, it can be seen that the t-test results are higher than the t table. It can be said that the peer feedback technique affects students writing ability. The author concludes that the peer feedback technique affects the tenth graders of SMA NU Centini.

After giving the questionnaire, students understand that correcting students writing is not arbitrary. Some techniques must be mastered. By providing peer feedback techniques, the researcher hopes that student descriptive text writing skills will improve well.

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