The Effect of Peer Feedback Technique In Improving Students' Writing Skill in Descriptive Text

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Abstract

The purpose of this research was to determine whether peer feedback techniques can improve students' writing skills at Man Insan Cendekia KOTA PALU. This research employed a quasi-experimental design, which consisted of two groups, namely the control group and the experimental group. Researchers gave pre-tests to determine the ability of the two groups before giving treatment. The pre-test result showed that the control group scored higher than the experimental group. Then, the researchers gave the treatment using peer feedback techniques in the learning process to the experimental group. Finally, researchers gave the post-test to both groups. The post-test result showed that the experimental group achieved higher scores compared to the control group. It is because of the use of peer feedback techniques that students can identify mistakes in their writing and receive suggestions from peers, so they are able to write texts well according to comments and suggestions from their friends. The results of the research show that the use of peer feedback techniques has a positive effect on improving students' writing skills at Man Insan Cendekia KOTA PALU.
Keyword: Descriptive text, Peer feedback

INTRODUCTION

Writing skill is one of the essential skills in language learning. It is important because it can help students develop critical thinking skills and organize or present their ideas clearly (Suteja, 2022). Through writing, students are able to express their ideas, thoughts, and opinions in a structured manner. Students are able to express themselves through writing genres such as essays, official letters, emails, or other writing. One form of writing that helps students to express their ideas is descriptive text.

Descriptive texts describe specific people, animals, places, or things. The descriptive text aims to provide a clear description of a person, place, or thing. The descriptive text has an identification and description structure; identification is a general explanation, and description is a specific description of the object described in the text (Sipayung et al., 2021). It shows that through descriptive text, students can write or give their ideas with the writing they compile to form a text. Seeing that descriptive text can help students to express their ideas. We need to pay attention to how the current curriculum supports the development of writing skills.

In this research, the samples selected are Senior High Schools that implemented the Merdeka Curriculum, which aims to encourage students' independence and creativity in learning, including in writing skills. The independent curriculum is flexible (Sukmawati, Sujarwo, Soepriadi, & Amaliah, 2022). This curriculum also gives students the freedom to express their ideas. Flexible curriculum is the provision of flexibility in learning by adjusting the needs, interests, and abilities of students. This is related to the goal of the independent curriculum, which is to create learning that is relevant, adaptive, and focused on developing student potential. In order to develop potential students, such as critical thinking and creativity,

many difficulties are still encountered in learning. One of them is that students still have difficulty in writing a text.

Through observation during teaching assistance conducted at Man Insan Cendekia Kota Palu in 2024, the researchers found that students struggle to write effectively due to limited vocabulary when explaining the objects they want to describe, and they still find it difficult to identify the right structure or organization in writing the text. Therefore, this research needs to apply a technique that can overcome the difficulties felt by the students. This research tried to apply peer feedback techniques to improve student's writing skills, especially on the elements of vocabulary and organization.

Peer feedback technique is a peer assessment technique to get suggestions and comments about one's own work that is assessed by friends. This technique can provide knowledge to the writer about what shortcomings need to be improved. This technique has been widely practiced in several places and shows that this technique has succeeded in improving students' abilities. One study conducted by Yunita (2019) found that the peer feedback technique has a positive impact on student abilities. Another study conducted by Damanik (2022) found that peer feedback is able to provide improvements to students' writing skills, and also, students can think critically and be able to correct their mistakes in writing. Peer feedback technique has several advantages in helping students during the learning process. The advantages of the peer feedback technique include enabling students to understand and correct mistakes, fostering responsibility for their work, and increasing collaboration among students in the classroom Uymaz, (2019). Peer feedback has become an essential component of collaborative writing in EFL classrooms. As stated by Halimi (2022), students tend to engage more actively when they are given opportunities to exchange feedback with their peers, which not only enhances the structure and content of their writing but also fosters a sense of shared responsibility and motivation during the revision process. There are many advantages of peer feedback that have succeeded in helping the learning process, making the researchers confident to use this technique in improving students' writing skills at Man Insan Cendekia Kota Palu.

Many previous studies have been conducted related to this current research. In this research, the researchers choose three kinds of research as the previous studies. The first research was conducted by Fatimah and Suharto (2017) at SMA N 1 Pundong on students in class XI IPA 2. This research aims to describe students' writing skills before and after using the peer feedback technique, as well as to reveal the differences in students' writing skills before and after using this technique. The researchers used a quasi-experimental design involving 29 students as the sample. Students were given a pre-test before the treatment and three post-tests after the implementation of the peer feedback technique. The results showed a significant increase in the average scores of the students, from a pre-test score of 12.00 to a third post-test score of 18.32. This research concludes that the application of peer feedback techniques can significantly improve students' writing skills.

The second research was conducted by Suriani (2020) on first-year students at SMA Negeri 1 Balikpapan using the classroom action research method (PTK). This research aims to determine how peer feedback techniques can enhance students' abilities in writing narrative sentences and paragraphs. The research shows that peer feedback techniques can improve students' writing skills through regular writing practice and feedback from teachers. The improvement is evident both in a more active learning process and increased student motivation, as well as in the written products, which exhibit better genre and paragraph quality. This research also emphasizes the importance of personal relationships between teachers and students in the feedback process.

The last study was conducted by Laksana (2021). This research selected eighth-grade students as its sample and employed a qualitative method with interviews as the instrument. The results of this research indicate that peer feedback is also very helpful for junior high school

students in improving their writing skills.

In this research, the researchers discussed the effect of peer feedback techniques on the writing skills of students at Man Insan Cendekia Kota Palu. However, in this research, the researchers focused only on two elements of g skills, namely organization and vocabulary. Additionally, researchers guide the sample to create descriptive texts. The application of this peer feedback technique is expected to help the students of Man Insan Cendekia Kota Palu develop their writing skills, similar to previous studies.

This research is expected to contribute positively to the field of education, particularly to the development of writing skills. The findings of this research provide valuable insights into the effectiveness of the peer feedback technique in enhancing students' descriptive writing skills. By demonstrating the benefits of collaborative learning through peer feedback, this study aims to help educators adopt more student-centered teaching approaches. Additionally, the results may serve as a reference for future studies in language education, especially for those interested in improving students' writing abilities using innovative techniques.

METHOD

In this research, researchers used a quasi-experimental design that consisted of two groups: the control group and the experimental group. The population of this research is the tenth-grade students of MAN Insan Cendekia in Palu City. The total number of tenth-grade students is 104, and they are divided into five classes. In this research, the researchers chose the sample using a random sampling technique. Random sampling is a technique for choosing a sample in which each member of the population has an equal probability of being selected (suci Sukmawati *et al*.,2023). Relate to the research design, the researchers used quasi-experimental in this research. The researchers divided the sample into two groups. The first group was an experimental group, and the second group was the control group.

To select the sample used random sampling, The researchers conducted several steps. First, she prepared four sheets of paper and wrote down the names of the population classes. Second, she folded the paper and put it in a glass. Finally, the researchers shook the glass repeatedly and dropped two folded pieces of paper. The two groups get the sample of the research. The first paper drop was experimental group, and the second paper was for the control group. The experimental group for this research is the Al-kautsar class, and the control group is the Al-kahfi class.

The instruments used in this research were tests, pre-tests, and post-tests. The pre-test was given by the researchers to both groups; this pre-test is in the form of directions or instructions from the researchers to the sample to describe the picture. The picture that was given by the researchers to all samples is a picture of an animal. All samples were directed to explain and write the picture on a sheet of paper given by the researchers. After the sample took the pre-test, then the researchers checked the sample's answer using the scoring rubric. The scoring rubric used in this research was made based on the results of discussions with the teacher who taught the sample class, so the scoring rubric is based on the results of students' abilities.

The researchers gave treatment in the form of applying peer feedback techniques only to the experimental group. Then, the researchers gave a post-test to both groups to see if there was an effect of the use of peer feedback techniques on students' writing skills. The post-test that was given by the researchers is the same test given to the sample in the pre-test but a different picture. This test is to instruct the sample to describe the picture, especially the person that was given by the researchers.

After conducting a pre-test or post-test, researchers calculated the total score obtained by the sample to determine the sample's ability. Therefore, the researchers used the formula to

calculate the total score obtained by the sample. The formula is as follows:

$$\sum = \frac{X}{N} \times 100$$

$\sum$ = Standard score
X = Obtain score
N = Maximum score

After getting the score from the sample, the researchers calculated the mean score from the sample. The formula that is used is a formula with the same source when researchers calculate the score, As for the formula as follows:
The formula used for Experimental group

$$M \times = \frac{\sum x}{N}$$

The formula used for Control group

$$M\, y = \frac{\sum y}{N}$$

Mx = Mean score of deviation of Experimental group
My = Mean score of deviation of Control group
$\sum x$ = Sum score of Experimental group
$\sum y$ = Sum score of Control group
N = Total number of students

After getting the mean score of all samples, namely the experimental group and the control group, researchers calculated the mean score of deviation. To carry out this calculation, researchers used the formula from Arikunto (2013:355) as follows:
The formula used for Experimental group

$$\sum x^2 = \sum x^2 - \frac{(\sum x)2}{N}$$

The formula used for control group

$$\sum y^2 = \sum y^2 - \frac{(\sum y)2}{N}$$

For the final step, the researchers counted Cohen's d to know if peer feedback has significant effect or not, with the formula as follows:

$$d = \frac{M1 - M2}{S\,D_{pooled}}$$

$$SD_{Pooled} = \sqrt{\frac{(n_1 - 1)S\,D_1^2 + (n_2 - 1)S\,D_2^2}{n1 + n2 - 2}}$$

0.2 = small effect
0.5 = medium effect
0.8 ke atas = large effect

RESULT
Findings
The researchers provide the results of the pre-test and post-test, after collected and analyzed the results of the pre-test and post-test:

Table 1 The result of the pre-test score

No	Group	N	Min	Max	Mean
1	Eks	20	40	84.21	62.68
2	Con	20	21.05	94.74	65.26

It shows that the mean score of the experimental group was lower than the control group. After giving pre-tests to both groups, then the researchers gave treatment to the experimental group for six meetings. Finally, the researchers gave a post-test to both groups and showed the following results:

Table 2 The result of the pre-test score

No	Group	N	Min	Max	Mean
1	Eks	20	63.16	94.74	81.58
2	Con	20	63.16	94.74	75.26

After calculating the post-test results of both groups, the researchers found that the experimental group scored a higher mean score than the control group. To see if there is a difference in the pre-test and post-test, the researchers calculated the student's deviation and showed the following results:

Table 3 The result of the student's deviation

No	group	N	Mean of dev	Sum of dev
1	Eks	20	18.42	4.071.223
2	Con	20	11.05	4.537.905

Based on the table above, the experimental group had a larger difference of 18.42. The last step taken by the researchers to determine whether peer feedback was successful in improving students' writing skills was to test the hypothesis based on Cohen's d and show the following results

Testing hypothesis

$$SD_{Pooled} = \sqrt{\frac{(n_1-1)SD_1^2+(n_2-1)SD_2^2}{n1+n2-2}}$$

$$SD_1^2 = 4.071223^2 = 16.577$$
$$SD_2^2 = 4.537905^2 = 20.595$$

$$SD_{Pooled} = \sqrt{\frac{(20-1)\,16.577+(20-1)20.595}{20+20-2}}$$

$$= \sqrt{\frac{19 \times 16.577 + 19 \times 20.595}{38}}$$

$$= \sqrt{\frac{314.963 + 391.305}{38}}$$

$$= \sqrt{\frac{706.263}{38}}$$

$$= \sqrt{18.586}$$

$$= 4.311$$

$$d = \frac{M1 - M2}{S D_{pooled}}$$

$$d = \frac{81.56 - 75.26}{4.311}$$

$$d = \frac{6.3}{4.311}$$

$$d = 1.46$$

The result of Cohen's d is 1.46. It means if peer feedback has large effect to improve writing skills of students.

Discussion

In this section, the researchers explained in detail and structured the stages passed in the process of obtaining data and how the results of this research were found. This research focuses on two elements of writing, namely, organization and vocabulary.

The first step taken by the researchers was to give a pre-test to the two groups that became the sample of this research, namely the experimental group and the control group. This pre-test aims to identify students' initial ability to write descriptive text before treatment. This pre-test is in the form of directions or instructions from the researchers to the sample to describe the picture. The picture given by the researchers was of an animal. All samples were directed to explain and write the picture on a sheet of paper given by the researchers. The time given to the sample to do the pre-test was 30 minutes.

Furthermore, after knowing the results of the pre-test, the researchers began to provide treatment in the form of using peer feedback techniques specifically only to the experimental group. Meanwhile, the control group did not get this treatment and went through the learning process as usual. After several meetings and the treatment was given, the researchers then carried out a post-test, which was intended to determine the extent of the influence or impact of the peer feedback technique on improving students' writing skills, especially in writing descriptive texts. During the pre-test, the researchers asked the students to write a descriptive text with the title "My Favorite Animal." From the results obtained, it is known that the control group received an average score of 65.26, while the experimental group obtained an average score of 62.68. The average score of both groups was still below the Minimum Completion Criteria (KKM) set by the school, which is 75.

The findings from this pre-test indicated that, in general, students from both groups still experienced various difficulties in writing descriptive texts. Based on the analysis of the student's writing, the researchers found that the main obstacle lies in the limited vocabulary, as well as the lack of understanding of organizing ideas logically and in accordance with the descriptive text structure. Many students do not understand the difference in function between the identification and description sections in the descriptive text structure. As explained by Madjdi (2022), descriptive text consists of two main parts, namely identification and description. Identification has functions to introduce or convey general information about the subject, and description which is used to explain details or specific characteristics of the

subject.

Analysis of the pre-test results of both groups found that most students mixed up the general and specific information. Many of them wrote details that should be included in the description section in the identification paragraph. In addition, the use of the same vocabulary repeatedly in subsequent paragraphs is evidence that students do not have sufficient vocabulary to explain the subject variably. This shows that students' skills in vocabulary and idea organization still need to be improved significantly.

To overcome these problems, the researchers designed and implemented a treatment in the form of applying peer feedback techniques to the experimental group. However, before the treatment was given, the researchers first delivered material to both groups related to the definition, generic structure, and language features of descriptive text. This was done so that all students, both from the experimental and control groups, had the same basic understanding before the special treatment was applied.

In each meeting, the researchers asked students to create descriptive texts with different titles. Then, after the students finished creating the descriptive text, the researchers conducted peer feedback according to the procedure applied by Widyaastuti (2009). There are three stages in conducting peer feedback, namely pre-peer feedback, while-peer feedback, and post-peer feedback. Pre-peer feedback is the first stage in this process. The teacher builds the understanding of peer feedback in the students. The teacher gave an explanation about peer feedback, including an explanation about the process of doing peer feedback. Besides that, the teacher explained descriptive text to students because descriptive text is the focus of types of text writing in this study, while peer feedback is the second step, where students begin to engage in peer feedback. The teacher directs students to do peer feedback in pairs, then the teacher explains what they are doing, and then students do peer feedback while being supervised by the teacher. Finally, students revise their writing according to the suggestions and comments from their friends. Post-peer feedback is the last step in the peer feedback procedure. In this process, the teacher takes on the role of a monitor, evaluator, and trainer during the teaching. The teacher will evaluate the student's work after peer feedback.

In this research, researchers also used the form of peer feedback to facilitate students in providing comments or suggestions in conducting peer feedback. The peer feedback form used by researchers was adapted from Fellows (2013). This form contains the Identity of the Author and Reviewer. In this section, Authors and reviewers record their names to ensure the feedback is personalized and targeted. Identification: In this section, the reviewer identifies what character is described in the text written by the author, and then the reviewer identifies and writes down vocabulary that the reviewer does not understand. Comment: In this section, the reviewer gave comment on the five humans used by the writer to describe the object to be described in the text, and then the reviewer commented on how the generic structure of the descriptive text (identification and description), suggestion: in this section, the reviewer gave suggestions related to the text written

After giving treatment to the experimental group, the researchers gave a post-test to the two groups to find out whether the peer feedback technique was able to improve students' abilities or not. The form of the test given to both groups in the post-test is the same test form as the pre-test, except that the title used is different. Students were asked to write a descriptive text with the title "My favorite person." The time given to the sample to do the post-test was 30 minutes. Results in the post-test, the control group scored 75.26, and the experimental group scored 81.56. In the post-test, students were able to explain the subject with varied vocabulary because, in the peer feedback section, the researchers encouraged students to provide input or comments related to human senses so that students are able to write texts with vocabulary that can be imagined by readers. Meanwhile, in the organization section, students have improved by being able to write texts according to the structure of the descriptive text because when

doing peer feedback, the researchers direct students with a form in which there is an identification of the structure of ideas so that students can get advice on how to write fairly structured.

The results of this research show that peer feedback is successful in improving students' writing skills because, with the peer feedback technique, students are able to identify errors in writing through comments given by their friends. As stated by Kurniawan, Jaya, and Wijaya (2023), through peer feedback, students get the opportunity to assess or identify errors in their friends' work or assignments; when they assess their friends' work, it definitely increases their understanding of the material they are assessing. In addition to the quantitative data obtained from the pre-test and post-test scores, the researchers also made observations during the learning activities in both groups. The observations showed that students in the experimental group became more active and engaged in the writing process compared to those in the control group. This active participation was visible when students discussed their peers' writing, gave constructive feedback, and asked questions to clarify their understanding. These interactions indicated an increased awareness of writing components, especially in terms of vocabulary choices and the organization of ideas.

Moreover, the researchers also found that peer feedback contributed not only to improved writing outcomes but also to students' confidence in writing. Many students in the experimental group expressed that reading and reviewing their classmates' texts helped them recognize their own mistakes more easily. Some even reported that receiving feedback from peers felt less intimidating than getting corrections from the teacher, which made them more open to revising their texts. Another interesting finding was related to the type of feedback students provided. Initially, many students only pointed out surface-level issues such as spelling or punctuation. However, as the treatment continued and the students became more familiar with the peer feedback process, the quality of feedback improved. Students started to give more in-depth comments related to the clarity of ideas, sentence structure, and appropriateness of vocabulary. This shift in feedback quality demonstrates that students not only learned how to write better but also how to think critically about writing.

Furthermore, the researchers noted a significant improvement in students' ability to use transition words and cohesive devices. These elements are important in organizing ideas clearly in a descriptive text. After the treatment, students were more likely to use connectors such as "in addition," "moreover," and "for example" to support their ideas. This improvement aligns with the goal of strengthening the organization aspect of writing, one of the key focuses of the research. Through this research, it was found that peer feedback also had a positive impact on students' collaborative skills. As students worked in pairs or small groups, they learned to listen actively, accept criticism, and express their opinions respectfully. These soft skills are essential not only in language learning but also in broader educational and social contexts.

In addition to the results presented in the post-test, the researchers also explored the advantages and challenges of using peer feedback, as highlighted in previous studies (Muamaroh & Pratiwi, 2022). These insights provide a deeper understanding of how peer feedback influenced students' writing skills during the research process, particularly in the areas of vocabulary and organization.

Advantages of Peer Feedback

Cognitive Aspect

One of the most significant advantages observed in this research was the cognitive aspect of peer feedback. Through providing and receiving feedback, students became more aware of the common mistakes they made in their writing, especially in terms of grammar, punctuation, and sentence construction. This awareness helped them identify patterns in their errors, allowing them to take corrective measures and improve the quality of their writing over time. As noted in the post-test results, students in the experimental group showed substantial improvement in both vocabulary usage and organization, indicating that peer feedback had a positive cognitive impact.

Affective Aspect

The affective aspect of peer feedback also played a critical role in the development of students' writing skills. Throughout the process, students felt more confident in their ability to write. Receiving constructive feedback from their peers provided a positive challenge, motivating them to revise their drafts carefully. As seen in the observations, the experimental group became more motivated to apply feedback and refine their writing, fostering a positive attitude toward writing tasks. The encouragement from peers helped students feel more supported and less anxious about the writing process, which is important in an educational setting where students often feel overwhelmed by their own mistakes.

Psychomotor Aspect

Moreover, peer feedback also contributed to the psychomotor aspect of writing. By engaging in the feedback process, students gained a better understanding of the structure and elements of a well-written descriptive text. This understanding was evident in their ability to organize their ideas more systematically and improve the coherence and cohesion of their writing. As demonstrated by the post-test results, the experimental group showed notable improvements in writing organization, such as using appropriate introductions, descriptions, and conclusions in their texts, which indicates that the peer feedback technique enhanced both their cognitive and motor skills in writing.

Disadvantages of Peer Feedback

However, despite the many benefits, there were some challenges associated with peer feedback that were observed during the research process.

Lack of Confidence in Giving Feedback

Many students initially felt insecure when tasked with providing feedback to their peers. Some were concerned that their feedback might be inaccurate or unhelpful, which could lead to discomfort in offering suggestions. This lack of confidence often led to vague or overly cautious feedback, which sometimes limited its effectiveness in helping their peers improve their writing. To address this, researchers provided additional guidance and examples of constructive feedback, which helped students gain more confidence over time.

Dissatisfaction and Distrust of Peer Feedback

Another challenge was the dissatisfaction some students felt regarding the feedback they received from their peers. Some students found the comments unclear or inconsistent, which made them question the accuracy of the feedback. This dissatisfaction led to doubts about the usefulness of peer feedback in improving their writing. As a result, students sometimes felt frustrated, and their motivation to engage fully in the peer feedback process was affected. In future implementations, it would be beneficial to provide more structured guidance on how to offer clear and actionable feedback to minimize this issue.

Insecurity About Own Work

Finally, some students experienced insecurity about their own work after receiving peer feedback. The criticism they received from their peers sometimes made them doubt their writing abilities, leading to a decline in their self-esteem and motivation to write. This was particularly evident in students who had low self-confidence or a lack of experience in writing descriptive texts. To mitigate this, it is important to create a supportive classroom environment where students feel safe sharing their work and understand that peer feedback is meant to be constructive and aimed at improvement rather than solely pointing out flaws.

The findings of this study also indicate that peer feedback fosters students' self-regulated learning. During the peer feedback process, students are required to read their peers' texts critically, evaluate the content, provide constructive suggestions, and, in many cases, revise their own writing after receiving feedback. This sequence of actions reflects essential components of self-regulation, such as self-monitoring and self-reflection. As emphasized by Wijaya (2021), self-regulated learning strategies play a vital role in academic writing, suggesting that peer feedback not only improves students' writing performance but also enhances their autonomy and responsibility in the learning process.

Despite these challenges, the overall impact of peer feedback on students' writing skills was overwhelmingly positive. The advantages, particularly in cognitive, affective, and psychomotor aspects, outweighed the disadvantages. The students in the experimental group not only improved their writing skills but also developed valuable peer assessment skills that will benefit them in the future. Therefore, the researchers recommend the continued use of peer feedback as an effective strategy to enhance student's writing abilities in descriptive texts and other writing genres.

CONCLUSION

Based on the results of the study, it can be concluded that the application of the peer feedback technique has a significant and positive effect in improving students' writing skills, especially in the aspects of vocabulary and organization. The experimental group, which received treatment using peer feedback, outperformed the control group in terms of post-test scores and overall improvement from pre-test to post-test. This shows that peer feedback allows students to be more aware of the weaknesses of their writing, as well as makes students get additional new vocabulary to explain the subject in the descriptive text more varied and clearly. Through peer feedback, students can exchange ideas and get corrections on what are the contents of each identification and description in the descriptive text. In addition, through peer feedback, students can actively participate in the learning process. It also encourages self-reflection and peer interaction, both of which are important components in developing effective writing skills.

The use of peer feedback on peers can make students easily understand what they lack

in writing and can form good cooperation between students. Researchers recommend the use of peer feedback techniques to be applied by teachers in school learning, not only in English language learning but also in other subjects. For other researchers who want to research with the same topic and method in this research, it is recommended to pay attention to the number of samples used in order to avoid significant research results with statistical calculations.

This study was limited in several ways, including the meeting time with the sample is still quite insufficient, namely only for 6 days, so it is not enough to measure the long-term effect of using peer feedback, then the previous writing ability, and student attitudes towards peer feedback techniques have not been analyzed too deeply. Therefore, it is the hope of the researchers for other researchers who will research on the same topic to pay more attention or consider things as mentioned by the researchers.

Building on the findings of Putri, Huda, and Devanti (2024), it is recommended that future implementations of peer feedback adopt digital tools such as Wordwall or other interactive platforms to enhance student engagement and improve writing outcomes. Their study demonstrated that the integration of such digital tools not only facilitated students' comprehension of writing components but also provided a more dynamic and accessible medium for delivering and receiving peer feedback. This aligns well with the increasing need to adapt EFL teaching practices to the demands of a digital learning environment.

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