

The Effect of the Peer Feedback Technique on Students' Writing Ability in Recount Text

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*Lydia Putri Anggraini¹, Tanzil Huda², Widya Oktarini³ 
Universitas Muhammadiyah Jember

ABSTRACT

This study aims to know the effect of the use peer feedback technique on students' writing ability in recount texts. A quasi-experimental design was employed, involving eleventh-grade students from SMA Muhammadiyah 3 Jember. The sample consisted of two classes: Class XI Bahasa as the experimental group and Class XI IPA 3 as the control group, comprising a total of 42 students. Data collection was conducted through a written test. The findings indicated that the average pre-test score for the experimental class was 79.32, while the average post-test score was 89.58. The results of the independent sample t-test analysis revealed a Sig. (2-tailed) value of 0.000, which is less than the predetermined significance level of 0.05. Consequently, the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. These findings indicate a significant effect of using the peer feedback technique on students' writing ability in recount texts.

Keywords: peer feedback, writing ability, recount text

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INTRODUCTION

Writing ability is a crucial skill to be mastered by students. Writing ability is not only useful in the academic component but also can be useful later in professional life. Writing ability are difficult skills to teach because when writing students must be able to develop ideas, express and convey information correctly. According to Dwi et al., (2019, p.72) writing can develop students' knowledge, thinking and abilities in learning grammar and vocabulary in English. Through writing, students have the ability to articulate their thoughts and concepts well employing words and constructing sentences. Therefore, writing skills are important for student to learn and master. Students can convey the information that want to convey through well-organized text, because the message will not be easily understood if the parts of the text are not clear. In writing ability, there are many aspects that must be mastered by students. Writing is a difficult ability for students, because they have to pay attention to content, mechanics, grammar, organization and vocabulary that are completely different from Indonesian.

According to Suryaman (2018, p.1), writing has an important role in learning English. Some students still do not understand how to convey ideas well in writing so that their writing ability are still low. This can be caused by several factors such as students having a small vocabulary so they have difficulty in arranging words into sentences, and sentences in paragraphs. Another factor is that students do not know whether their writing is correct or

Corresponding Author: Lydia Putri Anggraini, e-mail: lydiaputri33366@gmail.com

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not because sometimes the teacher just tells students to write and then checks their own writing before finally giving it to the teacher. In this case, students do not have the opportunity to revise and find out what is wrong with their writing. Those way students cannot develop their writing properly because they do not know the mistakes they are making, or usually the teacher gives feedback to students at the end of class and students do not have the opportunity to learn to give good feedback and revise their writing.

Writing ability is considered as a skill that is difficult and boring to learn. In addition, there are how many long processes in writing activities. According to Oshima et al., (2007, p.15) there are several steps in writing: 1) Planning, a writer usually plans what to write, when to write, and the purpose of their writing. This can be used as a writer's consideration in choosing the type of text, language and information they will choose. With planning, the writer does not face confusion when writing because the writer has collected the information that will be conveyed in their writing. 2) Drafting, after gathering ideas and information on planning, the next step is to make a draft. Draft is a change from the first version to go to the final version at the editing stage. 3) Revising and Editing, students will revise from the feedback they get. They will receive back what is lacking from their writing. In this case, the authors not only see the language errors they use but also reconsider whether the writing they write can be clearly understood by the readers. After finishing revising, students will tidy up their writing to make it the final result. They will edit such as spelling, punctuation, grammar and others. 4) Post-writing, the final version is the result of changes made by the author at the editing stage of the draft. After that the author can send the writing to the audience they are aiming for.

The writing component is also very important because it will form quality writing. In writing, one must consider many elements of writing. According to Brown (2007, p.357) stated that there are 5 kinds aspects or components in writing. They are content, vocabulary, grammar, organization and mechanics. The following is an explanation of each aspect: 1) Content, in content, writing must be clear and understandable so that messages and information are conveyed properly by readers. In this case, it will include the ability of writer to think critically and be able to develop their ideas properly. 2) Organization, within an organization, a writer must be able to produce writing that is coherent, relevant to the topic, imaginative and able to develop ideas through words. 3) Vocabulary, the writer must pay attention to the vocabularies because vocabulary will affect the writing process where the writer will not be able to understand writing and arrange words into sentences and then sentences into paragraphs if the writer does not have a large vocabulary. 4) Grammar, in writing, the writer must pay attention to the use of correct grammar. The use of language includes the ability of the writer to make sentences that are relevant and appropriate. 5) Mechanics, in mechanics there are several aspects that must be considered by writers such as punctuation, capitalization and correct spelling. By paying attention to these aspects, the message of the writing will be easily understood by the reader.

Apart from the other three skills, writing is always part of the syllabus in English lessons. Writing ability is considered as the main goal for students in learning English, especially in understanding grammar. Often students experience problems in understanding tenses, especially changing verb 1 into simple past tense or verb 2. This found in one of the linguistic elements of the text, namely recount text. Recount text is known as a text that tells a story that has happened in the past. Recount text is a text that tells events chronologically or sequentially (Knapp & Watkins, 2005, p.233). Recount text itself has three generic structures. The first is orientation, the orientation contains background information about who was involved, what happened, where, when and how the incident happened. The second is the series of events, in this series of events the author must write down the events that occur chronologically or sequentially from beginning to end. The last is re-orientation, in which re-orientation contains comments or personal opinions from the author. There are also three types of recount text. The first is personal recount, personal recount is a personal event that is truly experienced by the author so that in this case the author is actively involved in

the event. The second is factual recount, is a factual event that usually exists in historical events, newspaper reports, and others. Then the last is imaginative recount, imaginative recount is a story that does not really happen in real life or is just the imagination of the author.

In teaching writing, there are several techniques that can be applied, one of which is the peer feedback technique. Zulkarnaen et al., (2018, p.332) said that peer feedback techniques can improve student writing because in peer feedback techniques students will receive feedback from friends and use the feedback to improve their writing. In the peer feedback technique students will interact with each other and help improve their friends writing for the better, so that it will also foster critical thinking. According to N. Z. Day et al., (2022, p.184) said that the peer feedback techniques is not only beneficial for the recipient of the feedback, but also beneficial for those providing the feedback. Peer feedback techniques provide opportunities for students to become experts by giving their responses to their friends. Peer feedback techniques will also make students more active in class because they will be responsible and help each other in understanding the material or correcting their friend's writing by giving feedback. That way they will know their own shortcomings and improve their writing. When students have received feedback from their friends, students are then given the opportunity to correct some mistakes in their writing.

Peer feedback techniques have advantages and disadvantages in improving writing skills (Muamaroh & Pratiwi, 2022). For the advantages that is: 1) Peer feedback techniques make students aware of errors in their writing. 2) Peer feedback techniques can make them more confident with their writing. 3) Peer feedback techniques can help students improve their writing because they will use the feedback to improve their writing. They also mentioned that the peer feedback technique also has several disadvantages including: 1) In providing feedback, students usually feel insecure because they do not know what to comment on, this is because they also do not understand the material. 2) Sometimes students will tend to praise than giving good and useful feedback. 3) The process of implementing peer feedback techniques will certainly take a long time.

Several previous studies have shown that peer feedback techniques have an effect on improving students' writing ability. Zulkarnaen, at al., (2018) found that students who were given the peer feedback technique had better scores than students who were not taught using peer feedback techniques. Then Noor (2016, p.19) investigated the use of peer feedback techniques in narrative texts. They found that peer feedback techniques can improve students writing. Peer feedback techniques can also be used as an alternative technique in learning to write besides feedback from the teacher. In the peer feedback technique, students will have the opportunity to find out what is wrong with their writing, then they can revise their writing to make it better version than before. Based on the problems mentioned above, the researcher wants to know the effect of using peer feedback techniques on students' ability in writing recount text in eleventh grade students of SMA Muhammadiyah 3 Jember.

METHOD

This study was conducted in May 2023 at SMA Muhammadiyah 3 Jember. The research design employed was a quantitative approach with a quasi-experimental design. Quasi-experiments involve the use of both a control group and an experimental group to study a specific variable. The researcher utilized a non-equivalent design, whereby the selection process was not purely random. The target population for this study consisted of eleventh-grade students at SMA Muhammadiyah 3 Jember during the academic year 2022/2023. The sample was drawn from two classes: the experimental class (Class XI Bahasa) taught using peer feedback techniques and the control class (Class XI IPA 3) taught using conventional techniques. The total sample size comprised 42 students from both classes.

In this study, the instrument used was the writing test. The test used to collect student data is a written test in the form of an essay. Students can choose one of the given recount

text topics. Students can write text consisting of 3 paragraphs namely orientation, events and re-orientation. Values are taken twice, namely in the pre-test and post-test of both classes. Researchers conducted a pre-test to determine the abilities of students in the control and experimental classes before being given treatment, and researchers conducted a post-test to determine the abilities of students in the control and experimental classes after treatment.

There are several procedures carried out by the researcher before conducting this research. First, the researcher will ask permission from the English teacher to conduct the research in two classes taught by the English teacher, after obtaining permission then the researcher will make an expert judgment sheet and make pre-test and post-test sheet which will later be validated by the English teacher. After receiving validation from the teacher, on the first week the researcher conducted a pre-test to both classes to get an initial score. The next day the researcher gave treatment to the experimental class using peer feedback techniques, while the control class only used conventional techniques. On the second week, the researcher gave a post-test to both classes to find out the difference in each class after being treatment.

Each class is given the same topic, which is about recount text and they have to write according to their experiences or it can be called personal recount text. Students must write three paragraphs consisting of orientation, series of events and re-orientation. At the time of writing, students are allowed to use dictionaries both online and offline but not for browsing the internet because this is a personal recount, of course each student will have a different experience. In this case, the researcher wants to use personal recount because the researcher thinks that this will make it easier for students to put their ideas into writing because they have experienced what they wrote or actually happened in the lives of students.

Following the completion of the pre-test, treatment, and post-test in each class, the researcher gathered the scores from both groups and utilized IBM SPSS 25 for data analysis. Descriptive analysis was initially conducted for each class to determine the average scores of the experimental class taught with peer feedback techniques and the control class taught using conventional techniques. These averages were then compared to ascertain whether there was a significant difference between the two groups. Subsequently, the researcher performed a normality test and a homogeneity test to determine whether the data exhibited normal and homogeneity. Based on the results of the normality and homogeneity analyses, the appropriate hypothesis test was selected, namely parametric test with independent sample test. If the Sig (2-tailed) value is less than 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

FINDINGS AND DISCUSSION

In this peer feedback technique, the researcher first explains about peer feedback techniques such as the meaning, benefits and procedures for implementing peer feedback. After students understand what peer feedback is and how to do it, then the researcher explains a bit of the material that will be used, namely recount text. After everything was finished, the researcher divided the students into groups in pairs. The researcher distributed sheets of paper to students and the students started writing recount text. On the worksheet students are given two topics regarding recount text that students can choose. Students must write 3 paragraphs of recount text consisting of orientation, events and re-orientation. After finishing writing, students exchange their sheets of paper with their partners and they begin to give feedback on their friends' writing. In this case, there are five aspects that students will use in giving feedback, namely organization, content, grammar, mechanics and vocabulary. After they finish giving feedback, they can return the worksheet to their friends and they can revise their writing.

After getting the pre-test and post-test data from the experimental class and the control class, then the researcher analysed the descriptive statistics of each class to find out the

difference in the average of each class. Statistical analysis of the pre-test and post-test in the control and experimental classes are shown in the table below:

Table 1. Descriptive Statistics Analysis of Control Class

Statistics		pre_control	post_control
N	Valid	23	23
Mean		75.65	80.17
Std. Deviation		8.020	7.315
Minimum		63	65
Maximum		89	92
Sum		1740	1844

The descriptive statistical analysis of the control class pre-test yielded a range of scores from 63 to 89, with a total score of 1.740 and a mean value of 75.65. For the post-test, the lowest score observed was 65, while the highest score reached 92. The total post-test score was 1.844, with a mean value of 80.17.

Table 2. Descriptive Statistics Analysis of Experiment Class

Statistics		pre_experiment	post_experiment
N	Valid	19	19
Mean		79.32	89.58
Std. Deviation		7.986	5.048
Minimum		65	80
Maximum		89	96
Sum		1507	1702

The analysis of the pre-test scores in the experimental class revealed a range of values from 65 to 89, with a total score of 1.507 and a mean value of 79.32. In the post-test, the scores ranged from 80 to 96, with a total score of 1.702 and a mean value of 89.58. These results indicate that the average post-test score in the experimental class is higher than the pre-test score. This demonstrates a significant positive effect of implementing peer feedback techniques on students' writing abilities.

The purpose of conducting a normality test is to determine if the data conforms to a normal distribution. In this case, if the significance (sig) value is above 0.05, it indicates that the data is normally distributed. Conversely, if the sig value is below 0.05, it suggests that the data deviates from a normal distribution.

Table 3. Test of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Result	pre-test experiment	.130	19	.200*	.923	19	.131
	post-test experiment	.158	19	.200*	.921	19	.117
	pre-test control	.140	23	.200*	.936	23	.147
	post-test control	.093	23	.200*	.969	23	.675

The researcher examined the outcomes of the Shapiro-Wilk normality test, as the sample size was less than 100. The table reveals that both the pre-test and post-test data for both the experimental and control classes yielded sig values greater than 0.05. Therefore, it

can be concluded that the data from both the experimental and control classes follow a normal distribution.

The homogeneity test is conducted to determine whether the data is homogeneous or not. In this analysis, if the significance (sig) value is greater than 0.05, it indicates that the data is homogeneous. Conversely, if the sig value is less than 0.05, it suggests that the data is not homogeneous. Here are the results of the homogeneity test.

Table 4. Test of Homogeneity
Test of Homogeneity of Variance

		Levene	df1	df2	Sig .
		Statistic			
using peer feedback technique	Based on Mean	2.270	1	40	.140
	Based on Median	1.915	1	40	.174
	Based on Median and with adjusted df	1.915	1	32.245	.176
	Based on trimmed mean	2.370	1	40	.132

The data in the table indicates that the significance (sig) value is 0.140, which is greater than 0.05 ($0.140 > 0.05$). Thus, it can be concluded that the data from both the experimental and control classes are homogeneous. Since the normality and homogeneity tests confirmed that the data is normally distributed and homogeneous, the researcher proceeded to test the hypothesis using a parametric test known as the independent samples test. The independent samples test was chosen as the study aimed to assess the differences between two independent groups that were not paired, where the class samples in this study consisted of different subjects. The results of the independent samples test will be presented in the table below:

Table 5. Independent Test of Post-test in Experimental and Control Class

Group Statistics					
Class		N	Mean	Std. Deviation	Std. Error Mean
Result	post-test experimental	19	89.58	5.048	1.158
	post-test control	23	80.17	7.315	1.525

Upon examining the average post-test scores for both classes presented in Table 5, it is evident that the control class obtained an average score of 80.17, whereas the experimental class achieved an average score of 89.58. Consequently, it can be concluded that the average score of the experimental class is higher than that of the control class ($89.58 > 80.17$). This implies that students in the experimental class performed better in comparison to students in the control class.

Table 6. Hypothesis Test Using Independent Sample Test

		Independent Samples Test								
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
result	Equal variances assumed	2.270	.140	4.744	40	.000	9.405	1.983	5.398	13.412
	Equal variances not assumed			4.911	38.882	.000	9.405	1.915	5.531	13.279

In the results presented in Table 6 demonstrate that the Sig. (2-tailed) value is 0.000, which is smaller than the significance level of 0.05. As a result, the alternative hypothesis (Ha) is accepted, while the null hypothesis (Ho) is rejected. These findings indicate a significant effect on students' writing ability in recount texts when they are taught using the peer feedback technique.

The results of this study indicate that incorporating peer feedback techniques has a notable influence on students' writing skills, specifically when composing recount texts. Before conducting hypothesis testing, the normality and homogeneity of the data were evaluated. The study's outcomes reveal that the average score of the experimental class (89.58) surpassed that of the control class (80.17). Furthermore, the normality and homogeneity assessments yielded significance values above 0.05, indicating that parametric tests, particularly the independent sample t-test, were appropriate for hypothesis testing. The hypothesis analysis, performed at a significance level of 0.05 using the independent sample t-test, yielded a significance (sig) value of 0.000, which is below 0.05. Consequently, the null hypothesis (Ho) is rejected, while the alternative hypothesis (Ha) is accepted. In conclusion, employing peer feedback techniques exhibits a substantial effect on students' writing proficiency in recount texts. Thus, students who are taught with peer feedback techniques achieve higher scores compared to their counterparts who do not taught that technique.

Through peer feedback techniques, students can write down and develop their ideas first then give each other feedback on their friends' writings and they can revise their writings afterwards. This is in line with some of the findings from previous research, one of which is from (Mahdiyyah et al., 2020) this research is about the use of peer feedback techniques to improve students' ability to write descriptive text. In their research, they said that the peer feedback technique had an influence on improving student's ability to write descriptive text. In this case, students have two roles as a writer and viewers so that students will learn from each other how to write and give good feedback to improve their writing. Peer Feedback techniques can increase interaction between students and opportunities to share ideas with different perspectives this will develop their critical thinking. Peer feedback techniques also make students become active during the learning process.

Naro & Nasikin (2019, p.17) regarding the use of peer feedback on narrative texts, it is stated that the peer feedback technique makes students take responsibility in the learning process. When there is a feedback process, students will interact with their friends and this will create high social interaction and the learning process will be effective. The results of the study also show that the use of peer feedback techniques is effective for learning to write narrative texts.

Based on the findings or theories in previous studies related to the findings in this study, peer feedback techniques are suggested to be used in the teaching and learning process of students in writing. So it can be concluded that the peer feedback technique has a significant effect on students' writing ability in recount texts at eleventh grade SMA Muhammadiyah 3 Jember.

CONCLUSIONS

Peer feedback technique positively effects students' writing ability in recount texts. Based on the analysis of the data and the findings obtained, it can be inferred that students who received the peer feedback technique achieved higher scores compared to those who did not receive this technique. The average post-test score of the experimental class (89.58) surpassed that of the control class (80.17) ($89.58 > 80.17$). Furthermore, the Sig. (2-tailed) value on the independent sample test of 0.000 was smaller than 0.05, the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. Thus, the peer feedback technique has proven to be effective in teaching writing, particularly in the context of recount texts for eleventh-grade students at SMA Muhammadiyah 3 Jember during the academic year 2022/2023. With the peer feedback techniques, students have the opportunity to practice giving good feedback, identify their writing errors, and revise their work according to the feedback received.

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The Effect of the Peer Feedback Technique on Students' Writing Ability in Recount Text

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