

The Implementation of Peer Feedback to Improve Writing Skills of the Eleventh Grade Students of SMA Negeri 1 Bungku Tengah

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A B S T R A C T

The aim of this research was to prove whether implementation of Peer Feedback effectively improve students' writing skill. This study employed a quasi-experimental design. The population involved all eleventh-grade students at SMA Negeri 1 Bungku Tengah, totaling 277 learners. To determine the Experimental and Control groups, the researcher used cluster random sampling. The researcher used a descriptive text writing test to collect data in terms of pretest and posttest. However, only the experimental class received peer feedback treatment while the control group received other treatments. Organization, Content, vocabulary, grammar, and mechanics were the focus of this study. The results demonstrated that once peer feedback was introduced, the experimental group outperformed the control group on the post-test, with a mean score of 76.12 compared to 61.78. Meanwhile, analysis of the pre-test indicated that there was no statistically significant difference between the two groups' average scores. In addition, the obtained significance value (2-tailed) was 0.001, which is lower than the standard level of 0.05. This suggests that the use of peer feedback has a statistically significant and meaningful effect on improving students' writing skill. Consequently, peer feedback can be considered an advisable strategy for writing instruction.

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INTRODUCTION

Writing represents the process of communicating thoughts, ideas, and information in a written form. As one of the core language skills, it allows individuals to express their perspectives, viewpoints, and feelings through written expression. In the modern era, people use this skill almost daily through email, text messages, and social media chats. These examples demonstrate that writing is a crucial skill that enables people to communicate with one another (Aminatun & Marmanto, 2020). Furthermore, writing is a crucial skill in education. Writing skills are crucial for both students and academics. Students use them for communication, while academics utilize them for career advancement and self-development (Taiwo, 2019).

Given the multifaceted nature of EFL education, developing strong writing skills is crucial for students' future academic and professional achievement. Writing proficiency is essential for students, particularly in expressing their ideas in a foreign language using modern communication methods (Vacalares et al., 2023). Furthermore, according to Ahmed & Hassan (2021), mastering writing for EFL learners is more than just acquiring skills; it opens up opportunities for intellectual inquiry and self-expression in the global academic world.

Descriptive text is a factual genre that describes a specific object, place, or person. The use of the simple present tense in descriptive paragraphs reflects the factual nature and truth of the information conveyed (Christina & Rasmita, 2021). In literary works, descriptive text plays a crucial role in creating a vivid and detailed picture of a subject, scene, or entity, allowing readers to accurately imagine it and even feel it. Descriptive text provides a complete, transparent, and systematic description of the characteristics of an object (Hura et al., 2018). Descriptive text describes in detail the nature and form of the subject, utilizing the five senses to describe the object as a whole and create a deep impression for the reader.

The independent curriculum's Phase F targets students' competence in employing multiple text genres, such as narrative, descriptive, procedural, short message texts, advertisements, and authentic reading materials. During this phase, students independently craft a variety of fictional and non-fictional pieces, showing a clear grasp of each text's purpose and the audience it addresses. The concept of Independent Learning emphasises a learning process that stimulates students' creativity through approaches and methods that sharpen their thinking. The goal is to develop individuals who are independent, confident, self-aware, able to actualise their potential, and have emotional and intellectual balance that supports the development of a stable and independent personality (Quratul Aini & Adiyono, 2023).

However, writing is generally considered the most challenging skill to learn. Aminah and Supriadi (2023) found that EFL students still face various difficulties in writing, particularly in grammar, vocabulary, and reading interest. Nearly half of the students' writing contained errors in tense usage, while others struggled with choosing appropriate vocabulary for the context. Furthermore, low reading interest resulted in students being less familiar with sentence structure and good writing style. Furthermore, Hamdani and Abid (2025), through a qualitative meta-analysis, revealed that the writing difficulties of EFL students in Indonesia are multidimensional. The main challenges involve linguistic aspects, particularly grammar, vocabulary, punctuation, and spelling. Poor writing skills have a profound impact on students' academic achievement, resulting in a significant decline. Writing is not only crucial for academic success, but also for their social and emotional development. Furthermore, strong writing skills are a valuable asset in a competitive job market and have a significant impact on future career opportunities.

Consequently, effective teaching methods are required to foster students' writing development. A number of approaches may be employed, but peer feedback is one technique that has demonstrated clear effectiveness in enhancing students' writing abilities. The use of peer feedback in teaching writing for English as a foreign language is very beneficial and effective for both students and teachers. Peer feedback helps students refine their writing, improve their writing skills, and minimize errors before submitting assignments. This process also encourages collaboration between students (Nicahati, 2019). Ferris (2003) further notes that feedback from fellow students can enhance students' understanding of both the strong and weak elements of their writing, as well as encourage metacognitive reflection within the writing process.

METHOD

For this research, a quasi-experimental design was implemented, dividing the participants into an experimental group and a control group. The population targeted in the research consisted of Grade XI students at SMA Negeri 1 Bungku Tengah. The researcher used cluster random sampling to select the sample, in class selection, the researcher used a random number generator by providing numbers 1-8 for classes A-H. The researcher then selected two classes randomly. Because the research instrument was a writing test, the students were given a pre-test and a post-test. Once the pre-test was conducted, the experimental group was given peer

feedback as the intervention, whereas the control group was taught through traditional techniques. After obtaining the results of the pre-test and post-test, the researcher proceeded to analyze the data using SPSS 27.

FINDINGS AND DISCUSSIONS

After collecting and analyzing the pretest and posttest of both groups, the following results are interpreted as follows:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	30	27.95	77.41	49.8850	13.26774
Pre-Test Control	30	32.25	88.17	48.7047	12.50585
Valid N (listwise)	30				

The descriptive statistical results indicate that students in the experimental group had a mean pre-test score of 49.88, whereas the control group recorded an average score of 48.70. The gap between the two averages was relatively minor, with a difference of about 1.18 points. Furthermore, the standard deviation of 13.26 for the experimental class and 12.50 for the control class indicates that the level of variation or dispersion of scores between students in both classes was relatively similar. Next, the researcher also conducted a post-test.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test Experimental	30	38.70	96.77	76.1243	16.16184
Post-Test Control	30	31.18	94.62	61.7873	16.40183
Valid N (listwise)	30				

As shown in the descriptive statistics, students in the experimental class achieved scores ranging from 38.70 to 96.77. Meanwhile, the control class displayed a wider range, with the lowest score being 31.18 and the highest at 94.62. These results indicate that the experimental group demonstrated a marginally higher range of scores, exceeding the control group at both the lower and upper boundaries. Students in the experimental group obtained an average post-test score of 76.12, compared to 61.78 in the control group. The resulting gap of 14.34 points demonstrates that, after the intervention, the experimental class outperformed the control class in writing proficiency.

Moreover, to identify whether the dataset followed a normal distribution, the researcher used the Shapiro-Wilk normality test after determining the mean scores from the pre-test and post-test. The table provides a summary of the normality test findings:

Based on the results of the normality test using Kolmogorov-Smirnov and Shapiro-Wilk, it is known that not all data are normally distributed. Thus, the researchers implemented a non-parametric test.

Test Statistics ^a		Result
Mann-Whitney U		104.500
Wilcoxon W		569.500
Z		-5.112
Asymp. Sig. (2-tailed)		.001
a. Grouping Variable: Class		

The Mann-Whitney test showed an Asymp. Sig. (2-tailed) value of <0.001, indicating that it falls below the 0.05 level of significance. This finding confirms that the post-test performances

of the experimental and control groups differed significantly. Hence, the application of peer feedback can be regarded as having a substantial effect on the improvement of students' writing skills.

Discussion

The findings of this study relate to the improvement of eleventh-grade students' writing skills at SMA Negeri 1 Bungku Tengah by implementing peer feedback as a learning strategy. The results indicate that peer feedback can improve students' writing skills. The implementation of peer feedback in the experimental group showed improved writing skills compared to the control group that did not use peer feedback as a learning strategy, even though their initial abilities did not differ significantly. This is because peer feedback can develop students' broader thinking and encourage them to be more active during the learning process. This aligns with Hyland's (2003) statement that peer feedback provides an opportunity for students to play an active role in the writing learning process, as they not only receive input but also become reflective critics of their peers' writing. Liu and Hansen (2002) state that peer feedback is a form of collaboration in which students provide comments, suggestions, and evaluations of their peers' writing, allowing them to learn from others' perspectives. This can make it easier for students to identify the topic being discussed and express their ideas and thoughts in writing, which can foster creativity and active student participation in class.

Furthermore, the improvement in the experimental group can also be explained by the structured process implemented during the treatment sessions. Throughout the peer feedback activities, students were guided step-by-step in providing feedback on their peers' writing. This repetitive cycle helps students become more familiar with aspects to pay attention to in their own writing. As a result, students begin to notice patterns of errors they frequently make, and they gradually develop better control over organization, content, language use, and writing mechanics.

The results of the study also showed that students became more confident in revising their writing after receiving feedback from their peers. During the session, many students were initially hesitant to comment on their classmates' writing, but as the session progressed, they learned how to provide better suggestions. Likewise, in terms of writing, students who initially only wrote 1 paragraph, without headings, with incorrect organization in the descriptive text, even without periods and commas, could slowly understand and improve their writing because of feedback from their peers. The increase in post-test scores indicates that the process of giving and receiving feedback helps students understand how to revise their writing, thereby improving their writing skills, as reflected in higher post-test scores compared to pre-test scores.

The results of the Mann-Whitney analysis revealed a significance value of 0.001, which is less than 0.05, leading to the acceptance of the alternative hypothesis (H_a). This confirms that students' reading comprehension differed significantly before and after receiving peer feedback. Therefore, it can be concluded that the implementation of peer feedback significantly improved students' English writing skills. In writing lessons using peer feedback, the researcher acts as a facilitator, guiding students throughout the learning process. Students can play a more active role in learning, especially regarding providing feedback. They can also ask questions to the researcher if they encounter any difficulties. Therefore, this method is recommended for teachers teaching writing skills, especially in English.

CONCLUSION

The data analysis indicates that implementing peer feedback effectively enhanced the writing abilities of the eleventh-grade students at SMA Negeri 1 Bungku Tengah. Evidence for

this improvement is reflected in the SPSS 27 post-test results, where the experimental group attained an average score of 76.12, exceeding the control group's average of 61.78. This finding was further supported by the results of the Mann-Whitney test, which showed an Asymp. Sig. (2-tailed) value of <0.001, indicating that it was below the 0.05 significance threshold. Therefore, peer feedback can be concluded to be an effective approach for teaching writing, as it promotes creative and interactive thinking while supporting students' learning processes. Through peer feedback, students are able to recognize mistakes in their writing and make appropriate revisions.

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