THE EFFECT OF THE PEER FEEDBACK TECHNIQUE ON STUDENTS' WRITING ACHIEVEMENT IN DESCRIPTIVE TEXTS

Olivia Fauzilah[1], Loly Novita[2], Destri Wahyuningsih[3]
[1,2,3] English Education Study Program
[1,2,3] STKIP Insan Madani Airmolek, Indonesia
Email: [1]oliviafauzilah82@gmail.com, [2]lolyfachruddin@gmaill.com, [3]destri070@gmail.com

ABSTRACT

This research investigated the effect of the peer feedback technique on students' writing achievement in descriptive texts at SMAN 2 Peranap. The study was conducted because many students still experienced difficulties in writing descriptive texts, such as limited vocabulary, grammatical errors, poor organization of ideas, and low confidence in expressing their thoughts in written form. Therefore, peer feedback was applied as an alternative teaching technique to improve students' writing achievement through collaborative learning activities. This research used a quantitative approach with a quasi-experimental design, specifically a nonequivalent control group design. The population of the study consisted of 37 students from two classes and used total sampling technique. The experimental class was taught using peer feedback activities, while the control class received conventional teaching methods. The data were collected through pre-test and post-test writing assessments and analyzed using SPSS version 27, including normality testing, homogeneity testing, and Independent Samples T-Test analysis. The findings showed that the mean score of the experimental class increased from 40.18 in the pre-test to 74.09 in the post-test, while the control class improved from 40.87 to 58.52. The result of the homogeneity test showed that the data were homogeneous, with a significance value of 0.264, which was higher than 0.05. Furthermore, the Independent Samples T-Test showed that the Sig. (2-tailed) value was lower than 0.05, indicating a significant effect of the peer feedback technique on students' writing achievement. Therefore, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It can be concluded that the peer feedback technique significantly improved students' writing achievement in descriptive texts at SMAN 2 Peranap.

Keywords: *Peer Feedback Technique, Writing Achievement, Descriptive Text, Senior High School Students*.

INTRODUCTION

Writing is one of the essential skills in learning English, especially for senior high school students. Through writing, students are expected to express their ideas, thoughts, and feelings in a structured and meaningful way. However, writing is often considered the most difficult skill because it requires linguistic knowledge, idea organization, appropriate vocabulary, and correct grammar (Harmer, 2007; Hyland, 2003).

In the Indonesian curriculum, students are required to master several text types, including descriptive text. Descriptive text aims to describe a person, place, or object clearly so that readers can imagine it vividly (Knapp & Watkins, 2005). However, many students still face difficulties in writing descriptive texts.

This condition is also found at SMAN 2 Peranap, especially among tenth-grade students. Based on preliminary observations, students often struggle to generate ideas, organize their writing, and use correct grammar and vocabulary. They also lack confidence and tend to copy texts from books or the internet without understanding the structure and language features of descriptive texts. In addition, their writing often lacks unity and cohesion, and grammatical errors are still frequently found.

To overcome these problems, peer feedback can be applied as an effective learning technique. Peer feedback allows students to review and comment on their classmates' writing, helping them identify errors, exchange ideas, and improve their writing collaboratively (Liu & Hansen, 2002). Previous studies also show that peer feedback can improve students' writing quality and create a collaborative learning environment where students support each other in the writing process (Vygotsky, 1978; Min, 2006). Therefore, peer feedback is considered an effective technique to enhance students' writing skills in descriptive texts.

LITERATURE REVIEW

Writing Achievement

Writing is recognized as a complex activity involving cognitive and linguistic processes. Graham et al. (2018) stated that writing requires students to manage attention, memory, and knowledge related to language, text structure, and genre. Thus, writing is not only about producing grammatically correct sentences, but also about organizing ideas, developing paragraphs, and revising texts to achieve coherence and clarity. Similarly, Hyland (2019) explained that writing is a social and communicative activity in which writers must consider the audience, purpose, and context of the text. However, many students still experience difficulties in writing descriptive texts. Based on findings at SMAN 2 Peranap, students often struggle to develop ideas, organize content, and use appropriate grammar and vocabulary. They also tend to have low motivation and lack confidence because they are afraid of making mistakes.

To overcome these problems, peer feedback is considered an effective strategy. Through peer feedback, students can review and comment on their classmates' writing, exchange ideas, and revise their work collaboratively. This technique helps students improve the quality of their descriptive texts and encourages active participation in the writing process.

Peer Feedback

To overcome students' difficulties in writing descriptive texts, peer feedback has become an effective strategy in English language learning. Peer feedback is a process in which students give comments and suggestions on their classmates' writing to improve the quality of the text. According to Liu and Hansen (2020), peer feedback encourages students to become active participants in the writing process because they not only write but also evaluate and revise texts collaboratively. This technique is also related to Vygotsky's social constructivist theory, especially the Zone of Proximal Development (ZPD), which emphasizes that interaction with peers can help students achieve better understanding and performance.

At SMAN 2 Peranap, peer feedback is considered important because many students still face difficulties in organizing ideas, using appropriate vocabulary, and applying correct grammar. Through peer feedback activities, students can support each other and reduce anxiety about making mistakes in writing. In addition, peer feedback creates a collaborative learning environment where students can discuss writing problems openly and confidently.

Furthermore, peer feedback helps develop students' critical thinking and responsibility in learning. According to Yu and Lee (2016), peer feedback improves students' revision skills because they receive different perspectives and constructive suggestions from their classmates. Research findings also show that students who participate in peer feedback activities tend to produce more coherent and organized writing than those who only receive teacher feedback. Therefore, peer feedback can be considered an effective strategy to improve students' writing achievement in descriptive texts and encourage active, collaborative learning in the classroom.

RESEARCH METHOD

This study used a quantitative approach with a quasi-experimental design, specifically a nonequivalent control group design. The research was conducted at SMAN 2 Peranap involving tenth-grade students. The population consisted of 37 students from two classes, XI.1 and XI.2. Since the population was relatively small, total sampling technique was applied, in which all students were selected as the sample. Class XI.1, consisting of 17 students, was assigned as the experimental class, while class XI.2, consisting of 20 students, served as the control class.

Data were collected through pre-test, post-test, observation, and documentation. The pre-test and post-test were used to measure students' writing achievement before and after the implementation of peer feedback technique. The experimental class was taught using peer feedback activities, while the control class received conventional teaching. Students' writing was assessed based on five aspects: content, organization, vocabulary, grammar, and mechanics.

Furthermore, the data were analyzed using SPSS 27, including normality testing, homogeneity testing, and independent sample t-test. These analyses were conducted to determine whether peer feedback technique had a significant effect on students' writing achievement in descriptive texts at SMAN 2 Peranap.

FINDINGS AND DISCUSSION

This chapter presents the findings of the research on the effect of peer feedback techniques on students' writing achievement in descriptive texts at SMAN 2 Peranap. The study compared the results of two classes, namely the experimental class that received treatment through the implementation of peer feedback techniques and the control class that was taught using conventional learning methods without peer feedback activities.

Descriptive Statistics

Descriptive statistical analysis of the students' post-test scores in the experimental and control classes:

Table 1. Descriptive Statistic Data

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	17	36.50	45.50	40.1824	2.79061
Post-test Experiment	17	70.50	80.10	74.0971	2.64105
Pre-test Control	20	37.00	45.25	40.8700	2.42484
Post-test Control	20	54.80	63.70	58.5275	1.99278
Valid N (listwise)	17				

This study used a quantitative approach with a quasi-experimental design using a nonequivalent control group design. The research was conducted at SMAN 2 Peranap involving 37 students from two classes, XI.1 and XI.2. Since the population was small, total sampling technique was used. Class XI.1 (17 students) became the experimental class, while class XI.2 (20 students) served as the control class.

Data were collected through pre-test, post-test, observation, and documentation. The experimental class was taught using peer feedback technique, while the control class received conventional teaching. Students' writing achievement was assessed based on content, organization, vocabulary, grammar, and mechanics.

The data were analyzed using SPSS 27 through normality testing, homogeneity testing, and independent sample t-test to determine whether peer feedback technique significantly affected students' writing achievement in descriptive texts at SMAN 2 Peranap.

Results of Writing Skills Pre-Test and Post-Test

This study examined the effect of peer feedback techniques on students' writing achievement in descriptive texts at SMAN 2 Peranap. The data obtained from both the experimental and control classes were analyzed using SPSS version 27. The analysis was conducted based on the results of the students' pre-test and post-test scores to determine the effectiveness of the peer feedback technique in improving students' writing achievement.

Control Class Writing Achievement

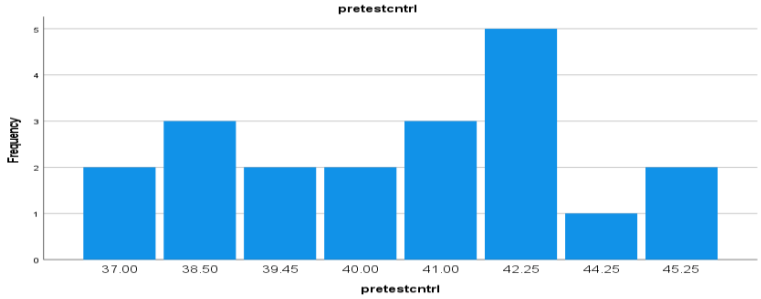
The pre-test results of the control class showed that the students' writing achievement scores ranged from 37.00 to 45.25. The score with the highest frequency was 42.25, which was achieved by 5 students or 25.0% of the total participants. Meanwhile, the scores of 38.50 and 41.00 were each obtained by 3 students or 15.0%. The distribution of scores indicates that most students in the control class had relatively similar writing abilities before the treatment, with the majority of the scores concentrated between 38.50 and 42.25. This result shows that the students' initial achievement in writing descriptive texts was still at a moderate level prior to the implementation of the teaching strategy.

Table 2. Frequency Distribution of Pre-Test Scores in the Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37.00	2	10.0	10.0	10.0
	38.50	3	15.0	15.0	25.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	39.45	2	10.0	10.0	35.0
	40.00	2	10.0	10.0	45.0
	41.00	3	15.0	15.0	60.0
	42.25	5	25.0	25.0	85.0
	44.25	1	5.0	5.0	90.0
	45.25	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Histogram 1. Control Class Pretest Result



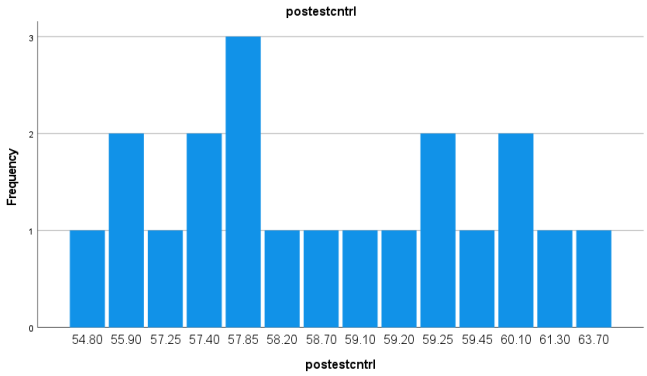
Histogram 1 illustrates that the pre-test scores of the control class ranged from 37.00 to 45.25. The score with the highest frequency was 42.25, which was achieved by 5 students or 25.0% of the total students. In addition, the scores of 38.50 and 41.00 were each obtained by 3 students. Most of the students' scores were concentrated between 38.50 and 42.25, indicating that the students in the control class had relatively similar writing achievement in descriptive texts before the treatment was implemented.

Table 3. Frequency Distribution of Post-Test Scores in the Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54.80	1	1,8	3,6	3,6
	55.90	1	1,8	3,6	7,1
	57.25	1	1,8	3,6	10,7
	57.40	2	3,5	7,1	17,9
	57.85	1	1,8	3,6	21,4
	58.20	1	1,8	3,6	25,0
	58.70	2	3,5	7,1	32,1
	59.10	2	3,5	7,1	39,3
	59.20	3	5,3	10,7	50,0
	59.25	1	1,8	3,6	53,6

		Frequency	Percent	Valid Percent	Cumulative Percent
	59.45	2	3,5	7,1	60,7
	60.10	2	3,5	7,1	67,9
	61.30	2	3,5	7,1	75,0
	63.70	1	1,8	3,6	78,6
	Total	20	100.0	100.0	

Histogram *2.* Control Class Post-Test Result



Histogram 2 presents the post-test results of the control class. The students' scores ranged from 54.80 to 63.70. The highest frequency was found at the score of 57.85, which was achieved by 3 students or 15.0% of the total participants. In addition, the scores of 55.90, 57.40, 59.25, and 60.10 were each obtained by 2 students. Most of the students' scores were distributed between 55.90 and 60.10, indicating an improvement in students' writing achievement after the learning process in the control class.

Table 4. The Classification of Students Writing Achievement Control Class

No	Categories	Score	Frequncy	Percentage
1.	Very Good	80 - 100	0	0%
2.	Good	60 - 79	9	45.0%
3.	Sufficient	40- 59	11	55.0%
4.	Less	0 - 39	0	0%
	Total		20	100%

Based on the table above, no students were categorized into the Very Good and Less categories. Meanwhile, 9 students, or 45.0%, were classified in the Good category, and 11 students, or 55.0%, were included in the Sufficient category. Therefore, most of the students' writing achievement scores in the control class were categorized as Sufficient.

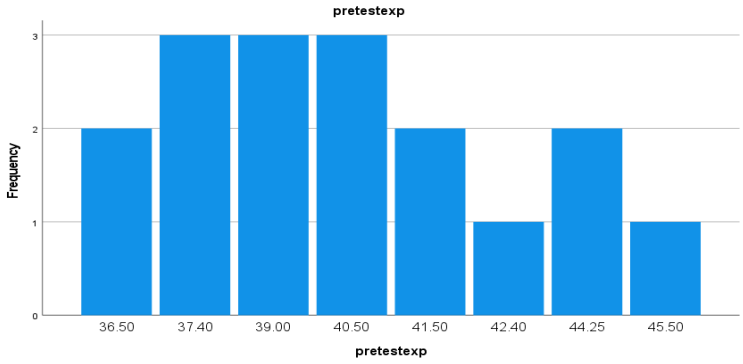
Students' Writing Achievement in the Experimental Class Using Peer Feedback Technique

In the experimental class, the pre-test scores ranged from 36.50 to 45.50. The score with the highest frequency was 42.25, which was obtained by several students. Overall, the distribution of the scores indicated that the students' initial writing achievement in descriptive texts was relatively similar before the implementation of the peer feedback technique.

Table 5. Frequency Distribution of Pre-Test Scores in the Experiment Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36.50	2	11.8	11.8	11.8
	37.40	3	17.6	17.6	29.4
	39.00	3	17.6	17.6	47.1
	40.50	3	17.6	17.6	64.7
	41.50	2	11.8	11.8	76.5
	42.40	1	5.9	5.9	82.4
	44.25	2	11.8	11.8	94.1
	45.50	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

Histogram 3. Experimental Class Pre-Test Result



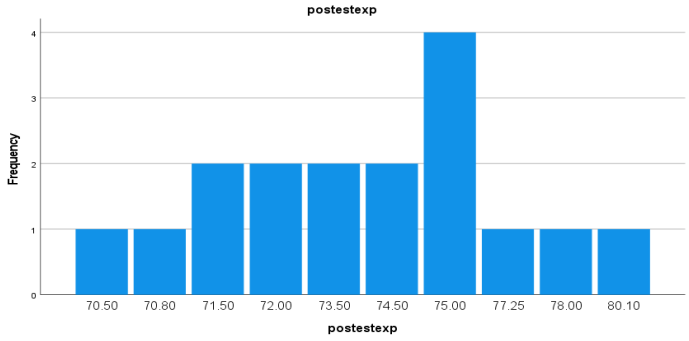
Histogram 3 presents the pre-test results of the experimental class. The students' scores ranged from 36.50 to 45.50. The highest frequencies were found at the scores of 37.40, 39.00, and 40.50, each obtained by 3 students. Most of the students' scores were distributed between 37.40 and 41.50, indicating that the students' initial writing achievement in descriptive texts was relatively similar before the implementation of the peer feedback technique.

Meanwhile, the post-test results of the experimental class showed a noticeable improvement after the students received treatment through peer feedback activities. The students achieved higher scores compared to the pre-test, indicating that the peer feedback technique helped students improve their writing achievement in descriptive texts, particularly in organizing ideas, vocabulary use, grammar, and mechanics.

T able 6. Frequency Distribution of Post-Test Scores in the Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70.50	1	5.9	5.9	5.9
	70.80	1	5.9	5.9	11.8
	71.50	2	11.8	11.8	23.5
	72.00	2	11.8	11.8	35.3
	73.50	2	11.8	11.8	47.1
	74.50	2	11.8	11.8	58.8
	75.00	4	23.5	23.5	82.4
	77.25	1	5.9	5.9	88.2
	78.00	1	5.9	5.9	94.1
	80.10	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

Histogram 4. Experimental Class Post-Test Result



Histogram 4 presents the post-test results of the experimental class after the implementation of the peer feedback technique. The students' scores ranged from 70.50 to 80.10. The highest frequency was found at the score of 75.00, which was obtained by 4 students. In addition, several students achieved scores between 71.50 and 74.50. Most of the students' scores were distributed around 72.00 to 75.00, indicating that the students' writing achievement improved after receiving treatment through peer feedback activities.

Table 7. Classification of Students' Writing Skills Scores in Experiment Class

No	Categories	Score	Frequency	Percentage
1.	Very Good	80 – 100	1	5.9%
2.	Good	60 – 79	16	94.1%
3.	Sufficient	40 – 59	0	0%
4.	Less	0 – 39	0	0%
	Total		17	100%

Based on the table above, the classification of students' writing achievement scores in the experimental class shows that 1 student, or 5.9%, was categorized as Very Good. Meanwhile, 16 students, or 94.1%, were categorized as Good, and no students were included in the Sufficient or Less categories. Therefore, most of the students' writing achievement scores in the experimental class were categorized as Good after receiving treatment through the peer feedback technique.

Data Analysis

Normality Test

The normality test was carried out to determine whether the data obtained from the experimental and control classes were normally distributed. This analysis was important as a prerequisite before applying parametric statistical tests. The researcher analyzed the data using SPSS version 27. The data were considered normally distributed if the significance value was higher than 0.05**.**

Tabel 8. Sample Class Normality Test Analysis Results

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Tes Control	.148	17	.200*	.940	17	.318
Post-Tes Control	.128	17	.200*	.968	17	.762
Pre-tes experiment	.076	17	.200*	.966	17	.745
Post-tes Experiment	.074	17	.200*	.969	17	.798
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on Table 8, the Shapiro-Wilk significance value for the pre-test in the control class was 0.318, while the post-test significance value was 0.762. Both values were greater than 0.05, indicating that the pre-test and post-test data in the control class were normally distributed. In the experimental class, the Shapiro-Wilk significance value of the pre-test was 0.745, whereas the post-test value was 0.798. Since both significance values were also higher than 0.05, the data in the experimental class were considered normally distributed. Therefore, it can be concluded that all data in this research fulfilled the assumption of normality and were appropriate for further statistical analysis, including the homogeneity test.

Homogeneity Test

The homogeneity test was conducted to determine whether the variances of the experimental and control classes were equal. This test is important as one of the requirements for conducting parametric statistical analysis. The researcher used SPSS

version 27 and applied Levene's Test to analyze the data. The data were considered homogeneous if the significance value was greater than 0.05.

Table 9. Homogeneity Test Result

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.202	5	9	.143
	Based on Median	.457	5	9	.799
	Based on Median and with adjusted df	.457	5	3.160	.792
	Based on trimmed mean	1.991	5	9	.174

The significance values obtained from the homogeneity test were 0.143, 0.799, 0.792, and 0.174. All of these values were higher than 0.05, indicating that the variances of the control and experimental classes were homogeneous. Therefore, the data fulfilled the assumption of homogeneity, allowing the researcher to continue the analysis using parametric statistical tests. This result also shows that both classes had relatively equal variances and were statistically comparable.

Hypothesis Test

The hypothesis test was conducted to determine whether the peer feedback technique had a significant effect on students' writing achievement in descriptive texts at SMAN 2 Peranap. The analysis was carried out using an Independent Samples T-Test through SPSS version 27 by comparing the post-test scores of the experimental and control classes after the treatment was implemented.

Table 9. Independent Sample 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	1.371	,264	1.434	54	.177	.50000	.34861	.25955	1.25955
	Equal variances not assumed			.971		1.125	.50000	.51493	4.55637	4.55637

The Levene's Test showed a significance value of 0.264, which was higher than 0.05, indicating that the variances of both classes were homogeneous. Furthermore, the Independent Samples T-Test showed a significance value of 0.177. The mean difference between the experimental and control classes was 0.50000. Based on the result, it can be concluded that there was no significant difference between the post-test scores of both classes. Therefore, the null hypothesis (H_0) was accepted, while the alternative hypothesis (H_a) was rejected.

CONCLUSION

Based on the findings of the study, it can be concluded that the use of peer feedback technique helped improve students' writing achievement in descriptive texts at SMAN 2 Peranap. The results of the normality and homogeneity tests showed that the data were normally distributed and homogeneous, as the significance value of the homogeneity test was 0.143, which was higher than 0.05. Therefore, the data were appropriate for further statistical analysis. Although the students in the experimental class showed improvement in their post-test scores, the Independent Samples T-Test result showed a significance value higher than 0.05. Therefore, the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected. It means that the peer

feedback technique did not give a significant effect on students' writing achievement in descriptive texts.

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