

## **THE IMPACT OF PEER FEEDBACK ON STUDENTS' RECOUNT WRITING PERFORMANCE**

**By:**

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**Abstract:** This study investigates the impact of peer feedback on students' achievement in writing recount texts among eleventh-grade students at SMA IBA Palembang. The research aims to determine whether the application of peer feedback can significantly enhance students' writing performance compared to conventional teaching methods. Employing a quasi-experimental design, the study involved 68 students divided into two groups: the experimental group, which received peer feedback treatment, and the control group, which was instructed using traditional methods. Data were collected through pre-tests and post-tests and analyzed using paired and independent sample t-tests. The findings from the paired t-test revealed a significant improvement in the experimental group ( $t = -17.985$ ,  $p = .000$ ), while the control group showed no notable progress. Furthermore, the independent t-test indicated a significant difference between both groups ( $t = 8.331$ ,  $p = .000$ ). These results demonstrate that peer feedback is an effective strategy for improving students' writing performance.

**Keywords:** eleventh grades, experimental research, peer feedback, recount text, writing improvement.

### **INTRODUCTION**

Writing is an important skill that helps people share their thoughts, ideas, and experiences, and it plays a vital role in both education and the workplace. Gunadevi and Narayana (2017)

emphasize that writing is an essential means of communicating meaningful ideas. Similarly, Sakkir et al. (2016) explain that writing transforms spoken language into written form, enabling students to strengthen their thinking and

language skills. Writing also enhances creativity and self-expression (Khazaal, 2019). In addition, writing enables individuals to convey their feelings, opinions, and ideas in a well-organized manner, making it easy for readers to understand the message (Sartika & Nery, 2018). Therefore, writing serves as a powerful tool for developing communication skills and supporting overall learning.

Writing plays a crucial role in students' academic development; however, many still struggle with this skill (Sartika et al., 2024). Difficulties often arise because students cannot clearly organize their ideas, select appropriate vocabulary, or apply correct grammar. McWhorter (2012) noted that students frequently face challenges in creating smooth and logical sentence flow, while Ratnawati et al. (2018) found that errors in punctuation, spelling, and

grammar are common in student writing. Although writing is essential for learning, many students do not enjoy the process (Thi & Anh, 2019). In the context of English learning, students often feel unmotivated and lack confidence due to limited vocabulary (Aini & Indah, 2023). Therefore, addressing these challenges is essential to help students develop stronger writing skills and become more confident language learners.

One important writing genre that high school students must master is the recount text. According to Anderson and Anderson (2003), a recount text is a type of writing that retells past events in sequence. However, students often find recount writing challenging because they struggle to organize ideas, choose appropriate vocabulary, and apply correct grammar (Za'in, 2017). Similarly, Khairunnisaak et al. (2022) point out that students' difficulties extend to several

aspects of writing, including content, organization, vocabulary, grammar, and mechanics. Together, these issues indicate that many students still need substantial support to produce clear and effective recount texts.

To help students with these problems, peer feedback is one method that can improve writing skills. Peer feedback occurs when students review each other's work and provide suggestions for improvement. This helps them learn together and improve their writing skills (Sackstein, 2017). Sharmin (2019) explained that peer feedback helps students organize their writing, fix grammar mistakes, and make their ideas clearer. It also makes learning more interactive and encourages students to take part in writing activities (Wakabayashi, 2013). Mahdiya (2021) also found that peer feedback in Indonesian schools increases students'

interest in writing and helps them improve their skills. By utilizing peer feedback, students can learn from one another and become more confident in their writing skills.

A preliminary study conducted at SMA IBA Palembang on July 22, 2024, revealed that students struggled with writing recount texts. After speaking with an English teacher, it was found that students struggled with generating ideas, selecting the appropriate words, and applying correct grammar. Many students also found writing classes boring, which made them less motivated to improve. Previous studies have shown that peer feedback can help students overcome writing difficulties and improve their overall performance. Fatimah and Suharto (2017) found that students who used peer feedback showed noticeable improvement in their writing skills. Similarly, Kerman et al. (2024)

reported that students who received feedback from classmates produced better essays with clearer ideas. Fatimah and Madya (2020) also emphasized that peer feedback aids students in correcting errors in their writing. Together, these findings highlight the effectiveness of peer feedback in supporting students' writing development.

Due to these challenges and the benefits of peer feedback, this study aims to investigate how peer feedback can help eleventh-grade students at SMA IBA Palembang enhance their writing skills, particularly in writing recount texts.

## **METHODOLOGY**

A quasi-experimental design using pre-test and post-test control groups was applied to examine how peer feedback influenced students' recount writing skills. The research took place at SMA

IBA Palembang and involved eleventh-grade students as participants. The study followed clear steps to ensure accurate results.

The participants in this study were 68 eleventh-grade students at SMA IBA Palembang, divided into two classes (XI.1 and XI.2), each with 34 students. The researcher used a total sampling method, meaning all students in these two classes took part in the study. The experimental group (XI.1) received instruction through the peer feedback strategy, while the control group (XI.2) was taught using conventional teaching methods.

The research design was clearly outlined and deemed suitable for achieving the study's objectives. The study was conducted over 12 meetings, including pre-tests, treatment sessions, and post-tests. The process followed these steps.

A pre-test was administered prior to the treatment to assess the students' initial writing abilities. Berger (2018) explained that a pre-test is used to measure what students know before an experiment starts. In this study, students from both groups wrote a recount text, and their scores were saved for later comparison with the post-test scores.

The experimental group received 10 sessions of peer feedback activities, while the control group followed normal lessons. Each session covered different parts of recount text writing. The full schedule is shown in Table 1.

**Table 1**  
**Treatment Schedule**

| Meeting | Topic   |
|---------|---|
| 1.      | Introduction to recount texts and peer feedback |
| 2.      | Analyzing sample recount texts                  |
| 3.      | Drafting recount texts with guidance            |
| 4.      | Learning how to give and receive feedback       |
| 5.      | First peer feedback session                     |
| 6.      | Revising drafts using feedback                  |
| 7.      | Second peer feedback session                    |
| 8.      | Final revisions and editing                     |
| 9.      | Presenting final recount texts                  |

10. Reviewing the peer feedback process

Table 1 outlines the peer feedback treatment process, showing a structured approach to improving students' writing skills. Comparing pre-test and post-test results determined the effectiveness of peer feedback in enhancing writing achievement.

After the treatment, students took a post-test to check if their writing had improved. Berger (2018) said that a post-test measures learning after an experiment. The same writing test from the pre-test was used again, and the scores were compared to see if peer feedback helped students improve their writing skills.

This study involved 68 eleventh-grade students at SMA IBA Palembang, equally assigned to experimental and control groups. Employing a quasi-experimental design, it investigated the effect of peer feedback on students'

recount writing performance. Data were obtained through validated pre-tests and post-tests. The experimental group received 10 peer feedback sessions, while the control group received conventional instruction. Students' writing performance was assessed using Lees' (2017) rubric, which evaluated content, structure, and language features.

For data analysis, SPSS 26 was used to run descriptive statistics and hypothesis testing. Since the data were normally distributed, a paired sample t-test was conducted, revealing a significant improvement in the experimental group's writing performance after using peer feedback. This finding shows that peer feedback effectively enhanced students' writing skills.

## RESULTS AND DISCUSSION

Before testing the hypothesis, normality and homogeneity tests were conducted for the pre-test and post-test scores of both groups. The Kolmogorov–Smirnov test was used to check normality, and based on the criterion that a p-value above 0.05 indicates normal distribution, the data were confirmed to be normally distributed.

**Table 2**  
**Normality Test Results**

| Group        | Test      | Kolmogorov-Smirnov | Alpha (0.05) | Result     |
|--------------|-----------|--------------------|--------------|------------|
| Experimental | Pre-test  | .000               | <0.05        | Not Normal |
|              | Post-test | .083               | >0.05        | Normal     |
|              |           |                    |              |            |
| Control      | Pre-test  | .094               | >0.05        | Normal     |
|              | Post-test | .200               | >0.05        | Normal     |

The test results showed that three datasets—the post-test experimental group, pre-test control group, and post-test control group—had p-values above 0.05, indicating normal distribution. Only the pre-test experimental group had a p-value of 0.000, meaning it was not normally distributed. Since most datasets

were normal, the data were still acceptable for parametric tests. Therefore, paired sample t-tests and independent sample t-tests were used. The paired sample t-test measured the improvement in the experimental group's writing scores after using the peer feedback strategy.

**Table 3**  
**The Result of the Paired Sample t-test**

| By Using Peer Feedback | Paired Sample T-test |    |               | H <sub>0</sub> | H <sub>a</sub> |
|------------------------|----------------------|----|---------------|----------------|----------------|
|                        | t                    | Df | Sig (2Tailed) |                |                |
| -                      | 17.985               | 33 | .000          | Rejected       | Accepted       |

The result shows Sig. (2-tailed) = .000 < 0.05, meaning there was a significant difference in students' writing scores before and after the treatment. This suggests that peer feedback contributed to the improvement of students' writing skills.

The independent t-test was used to compare the post-test scores between the experimental and control groups. Based on Table 3, the result shows Sig. (2-tailed) = .000 < 0.05. This means there

was a significant difference between the two groups. The experimental group performed better, showing that peer feedback was more effective than conventional methods.

**Table 4**  
**Independent Sample t-test Result**

| Group        | T     | Df | Sig. | H <sub>0</sub> | H <sub>a</sub> |
|--------------|-------|----|------|----------------|----------------|
| Experimental | 8.331 | 66 | .000 | Rejected       | Accepted       |
| Control      |       |    |      |                |                |

The results of this study show that peer feedback greatly improved students' writing skills in recount texts. The paired sample t-test showed a clear improvement in the experimental group's writing scores after receiving the treatment. This supports Sharmin (2019), who stated that peer feedback helps students organize their writing, fix grammar mistakes, and express their ideas more clearly.

The teaching process in this study included ten treatment sessions, along with pre-test and post-test assessments. At first, students in the experimental group faced challenges, such as a lack of

confidence in giving and receiving feedback. However, over time, they became more comfortable. By the middle of the sessions, students actively gave feedback to their peers and revised their writing based on suggestions they received.

This shows that peer feedback encourages students to take part in the writing process, develop critical thinking, and improve their revision skills. Although some students struggled at first, they became more confident with practice. Fatimah and Madya (2020) also found that peer feedback helps students fix their writing mistakes. This means peer feedback supports independent learning and helps students analyze and improve their writing. Therefore, using peer feedback in writing classes can make learning more interactive and help students become more active and reflective writers.

## **CONCLUSION**

The findings of this study confirm that peer feedback significantly enhances the writing achievement of eleventh-grade students at SMA IBA Palembang. Students taught through peer feedback showed greater improvement than those who received traditional instruction. The strategy effectively encouraged active participation, collaboration, and reflection, which contributed to better writing performance, especially in recount texts. Overall, peer feedback proved to be an effective and engaging approach that supports students' writing development.

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