

## **ABSTRACT**

### **INVESTIGATING THE IMPACT OF PEER FEEDBACK ON 12TH GRADE SENIOR HIGH SCHOOL STUDENTS' ARGUMENTATIVE WRITING**

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This study investigated whether the use of peer feedback can improve students' writing performance in argumentative text. The study was conducted at SMAN 16 Bandar Lampung with one class consisting of 34 twelfth-grade students in the 2025/2026 academic year. A one-group T1 X T2 design was used, and students were assigned through a writing task in which they produced argumentative texts and revised it using peer feedback. The treatment was conducted in four sessions, in which students wrote an argumentative text, peer feedback, and revise the draft 2 based on the feedback received. The results showed a clear improvement in students' writing performance from Draft 1 to Draft 2. The mean score increased by 6.99 points, from 76.49 in Draft 1 to 83.48 in Draft 2. All aspects of writing, including mechanics, which has the highest gain, syntax, vocabulary, discourse, organization, and content showed improvement. A Wilcoxon test showed a significance value of 0.0000, proving a statistically significant difference between the Draft 1 and Draft 2 scores. These results indicates that peer feedback effectively improve students' argumentative text.

*Keywords: peer feedback, argumentative text, writing.*