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

(An Undergraduate Thesis)

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ENGLISH EDUCATION STUDY PROGRAM

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ABSTRACT

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

Nazmi Aulia Putri

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.

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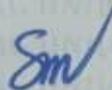|		
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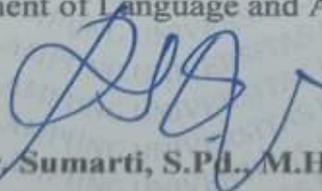
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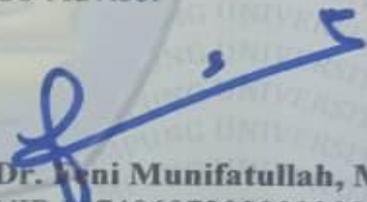
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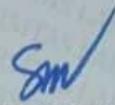The Department of Language and Arts Education

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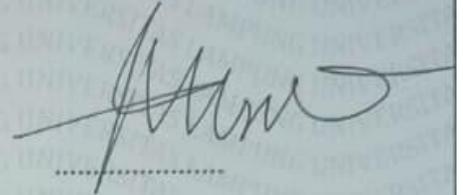NIP 197003181994032002

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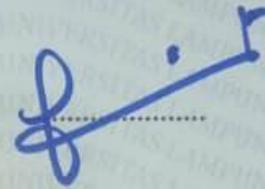
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 4 Februari 2026

Yang membuat pernyataan,

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CURRICULUM VITAE

Nazmi Aulia Putri, the youngest of three children, was born on March 31st, 2004, in Sukabumi, Jawa Barat. She later moved to Lampung Selatan, where she grew up and began her formal eduvation at SDN 1 Lebung Sari, Merbau Mataram, graduating in 2016. She then attended SMPN 1 Merbau Mataram and completed her junior high school education in 2019, followed by SMAN 1 Merbau Mataram, where she graduated in 2022. In the same year, she was accepted into the English Education Study Program at the Faculty of Teacher Training and Education, University of Lampung, through the SBMPTN program.

During her time at the University of Lampung, she was involved in student organizations. In 2023, she joined the Media Center division of the Society of English Education Department Students (SEEDS). She also joined in the English Debate Club and took part in a competition. In addition, she also participated in the Intercultural Virtual Exchange (IVE) conducted by the University of Limerick, working with international students on an Intercultural Virtual Society Challange project (IVSC). This experience allowed her to develop teamwork, intercultural communication skills, which contribute to her personal and academic worth. In addition, she worked at an English course, gaining practical experience in teaching and interacting with students. Overall, these experiences improved her leadership, communication, and teaching abilities, preparing her for future academic and professional opportunities.

MOTTO

"Allah will say to the righteous, 'O tranquil soul! Return to your Lord, well pleased with Him and well pleasing to Him. So, join My servants, and enter My Paradise."
(Al-Fajr: 28-30)

"If God leads the sheep so well, He will also lead a man,"
The Alchemist – Paulo Coehlo

DEDICATION

Bismillahirrahmanirrahim, in the name of Allah, the Most Gracious, the Most Merciful. With sincere gratitude, I dedicate this undergraduate thesis to Allah Subhanahu Wa Ta'ala, whose love has never left me and who has never abandoned me.

I also dedicated this work to myself, for trying my best and completing this thesis.

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The researcher would like to express her sincere gratitude to the individuals who contributed and extended their valuable assisstance throughout the preparation and completion of this study. It is a pleasure to thank those who made this work possible:

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The researcher acknowledges the limitation of this study; therefore, constructive comments and suggestion are welcome. It is hoped that this study may cintribute to the development of education and serve as a reference for future research.

Bandar Lampung, 29 January 2026
The Researcher,

Nazmi Aulia Putri
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CONTENTS

FIGURE

TABLES

APPENDICES

I INTRODUCTION

In order to introduce this research, this chapter discusses some points including background, research question, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background

Writing is a fundamental skill that serves as a means of communication for students to communicate their ideas into written form creatively by organizing their information into paragraph. According to D. Brown (2000) writing is a thinking process that allows individuals to think about what they want to say, organizing their ideas clearly, and reviewing and improving their work several times before final version is complete. Weigle (2002) states that writing not only plays a vital role in helping individuals in conveying information, but also in transforming and creating new language. This makes writing essential and cannot be replaced for both academic learners and second-language learners. Furthermore, Weigle emphasizes that proficiency in writing is often seen as evidence of cognitive mastery and critical thinking. As it requires individual's ability to analyze, synthesize, and articulate complex ideas. D. Brown (2000) states that to be able to write a good writing, individuals are required to master some components and areas such as language use, mechanical, treatment of content, stylistic skills, and judgemental skills. Thereby, writing requires not only language proficiency but also the ability to plan and organize ideas effectively.

Despite its importance, many students still encounter challenges in mastering writing skills. As noted by Tanjung and Sari (2024), many students find writing difficult to master as it has so many rules such as grammars, vocabularies, contents and so on. They emphasize that writing is a complicated skill that not everyone   is

able to fully master, especially without appropriate guidance or strategies to help them to express their thought and ideas into written text and revise their writing. Such difficulties become more apparent in complex writing tasks, such as argumentative writing, which demands not only coherence and structure but also critical thinking, the ability to develop logical reasoning, and the use of persuasive language. Therefore, it is essential for teachers to give supportive instructional approaches, particularly those that encourage collaboration and reflection during the writing process.

In Indonesian high school curriculum, argumentative text is one of the genres that students are required to learn. In this type of text, students are expected to take a position and explore different perspective on an issue and support it with strong reasoning (Coffin et al., 2005). However, despite its importance, argumentative text is considered as a complicated writing as it triggers conflict between the need for self – expression and the need to meet with the external constraints. This tension cause writers to lose sight of what he wants to say (Putri and Ahmad, 2022). Furthermore, its complex structure makes argumentative writing even harder for students. According to Coffin et al. (2005) argumentative text typically consists of three main components: (1) an introduction, which presents the topic statement of the main argument; (2) body paragraphs, in which writers support their position with strong reasons, evidence, even counter-evidence; and (3) a conclusion, which the writer could provide an overall summary of the arguments together and presents a final judgement.

Despite the various strategies available to support students' writing development, one instructional approach that has shown promise in overcoming writing difficulties, particularly in argumentative text, is peer feedback. According to Liu and Hansen (2002), peer feedback refers to a teaching technique in which students receive feedback on their writing from one another, either in pairs or in small group. Furthermore, Liu and Hansen explain that the process involves student exchanging their writing draft to be read, reviewed, and provided with constructive comments. This approach helps learners develop their writing better as they are no longer

writing just for the teacher, but for an actual audience. In line with this, Hyland (2004) states that peer feedback enables students to engage more actively in learning process while receiving input from authentic readers in a non-judgmental environment. He also notes that this approach also could help reduce teacher's workload. Thus, peer feedback not only supports students in overcoming writing challenges but also provides a collaborative learning environment where students grow as both writers and readers.

However, despite the importance of writing skills, many Indonesian schools still do not provide proper support, particularly in the area of academic writing. A study by Siregar et al. (2024) shows that even though textbooks include various kind of text – included academic, professional, and personal – the task given only focus on the grammatical transformation, paragraph construction and paraphrasing, rather on structured academic writing. This strengthen by the fact that students who study aboard are difficulted to produce academic writing like argumentative text as they have low academic writing exercise (Ningrum et al., 2023)

Several studies have explored the use of peer feedback in teaching writing, emphasizing its effectiveness as an instructional approach. As a starting point, a mixed-method study by Alsehibany (2021) which conducted at Riyadh Female Collage of Applied Technology, shows that peer feedback received positive attitude from the students. The finding revealed that students' second writing draft (post-test) has improved and fewer error than the first one. In addition, the majority of participants acknowledge that peer feedback helps them to improve their writing quality and raised their awareness of personal weakness and errors. Overall, the findings highlight that peer feedback could be an effective strategy in comparable teaching environments.

Research by Fatimah and Madya (2020) aims to improve student's writing skill by implementing peer feedback in a three-cycle classroom action research. This study was administered in English Education Department of Ahmad Dahlan University (UAD), Yogyakarta, involving 22 of semester 4 students. This research involves

quantitative and qualitative methods in collecting the data. The findings show that students' essay writing improves after the peer feedback treatment.

A mixed-method study by López-Pellisa et al. (2021) analysed the effects of peer feedback on the revision of expository draft written by university students in Spain, with the first language (L1) is Spanish. The instruments used in this study were a survey with Likert-scale questions and interviews with the 25 work groups. The findings obtained from this study are first the students respond more thoughtfully and positively when included peer feedback in collaborative writing instead of one-way corrections from the teacher. The researchers highlight that the significant changed in their own writing come after they discuss the content they are working with. In conclusion, the results emphasize that peer feedback significantly improve students' writing.

Research by Hao and Razali (2022) focused on the effectiveness of peer feedback on students' writing ability and self-efficacy. This study was involved 100 ninth-grade Chinese EFL students from junior high school, divided into experimental and control groups. In the experimental class, students received feedback from both teacher and their peers, while the control class only got feedback from the teacher. The findings revealed that peer feedback enhances students' writing ability, particularly on aspects like content, organization, and grammar. The researcher highlighted that student had a positive attitude toward giving and receiving feedback from their peers. Therefore, they felt more motivated and more confident in their writing skill. Ultimately, this study shows that peer feedback could effectively improve students writing skill.

Another previous study by Tanjung and Sari (2024) examined students' perspective on peer feedback in writing class of English Department students of Universitas Negeri Padang. There are some findings from the study. First, it was discovered that most of students positively perceive peer feedback as an effective process that help them think critically, enhance their writing ability, and generate ideas creatively. Second, 85.4% of participants strongly agree or agree that peer feedback

enhance their confident in making suggestion and have a positive respond on the critical feedback given by their peers. Third, the majority of the respond shows that students are helped to socialising and be relaxed in learning process. It could be concluded that, this study highlights that peer feedback receive positive respond as a strategy in teaching writing.

A study by Maharani and Anggreni (2024) was administered to prove students' writing skills could be improved by the implementation of peer feedback. An experimental study was involved 326 students of the seventh-grade of SMP Negeri 1 Palu. There were two groups involved in this study, experimental group, which receive the implementation of peer feedback, and control group, which receive other treatment. This study focused on the five aspects of writing which are organization, content, vocabulary, grammar, and mechanics. The finding showed that peer feedback technique could significantly improve students' writing skill.

In addition, research conducted by Briansyah (2025) focused on examining the effectiveness of peer feedback and teacher corrective feedback in improving eight-grade junior high school students' writing performance. This study involved 40 students which divided into two groups: an experimental group that used peer feedback and a control group that received teacher corrective feedback treatment. The instrument of this study is writing test which administered before and after the intervention. The result showed that peer feedback was more effective than written corrective feedback from teacher.

Overall, previous studies have examined the use of peer feedback in teaching writing. The results showed that by using peer feedback as a strategy, effectively enhance students writing skills and receive positive respond. While previous studies mainly used writing tests that measure students' final writing only once, this study uses writing tasks that involve two drafts: Draft 1 (T1) and Draft 2 (T2). By comparing students' writing before and after peer feedback, this study examines how students improve their writing through revision, an aspect that has not been widely explored in previous research. This gap is significant because writing

development cannot be fully understood by examining a single final product. Using two drafts allows researcher to observe how students revise their writing after receiving peer feedback. By focusing on Draft 1 and Draft 2, this study provides clearer evidence of how peer feedback contributes to students' improvement in argumentative writing

The main purpose of this research is to investigate the effectiveness of peer feedback as a strategy for enhancing writing skills among 12th grade senior high school students. Specifically, this study focuses on how peer review could improve students' second drafts of argumentative writing, based on feedback received on their first drafts. Therefore, this study is entitled "Investigating the Impact of Peer Feedback on 12th Grade Senior High School Students' Revised Drafts of Argumentative Writing"

1.2 Research Question

Drawing from the issue presented, this study's research questions are:

1. Is there any improvement in 12th-grade senior high school students' argumentative writing from the first draft to the second draft after receiving peer feedback?

2. Which aspect of writing shows the most improvement when students receive peer feedback?

1.3 Objective Research

In response to the research question stated earlier, the objectives of this research is as follow:

1. To examine the improvement in 12th grade students' argumentative writing from the first draft to the second draft after receiving peer feedback.

2. To identify which aspects of writing show the most improvement when students receive peer feedback.

1.4 Uses of The Subject

In this section, the researcher explores how research the use of peer feedback strategy on students' argumentative text writing skills could be useful both theoretically and practically.

1. Theoretically, the result of this research might be useful for supporting the theories about the use of peer feedback in order to improve students' ability to revise and improve their argumentative writing skill

2. Practically, this research might be useful for English teachers as a reference to find alternative strategies to support and assess students' improvement in writing argumentative text.

1.5 Scope of The Research

The study focused on the use of peer feedback to improve 12th-grade students' ability to revise and enhance their argumentative writing. A sample of 34 students participated in this four-week study, during which they engaged in drafting and revising argumentative texts based on peer feedback guideline. The independent variable was the application of peer feedback as a writing strategy, while the dependent variable was the improvement in students' writing, specifically the quality of their second drafts compared to their first drafts. This was measured by comparing the quality of their first drafts and revised second drafts using a structured analytic rubric. Limitation of the study included the focus on a single school, which affected the generalizability of the results, as well as the limited sample size. This research aimed to provide insight into the effectiveness of peer feedback as a strategy for enhancing writing skills among high school students, specifically by improving their second drafts based on revisions made after receiving peer feedback.

1.6 Definition of Terms

There are several terms that are used to give the readers basic of understanding with the topic as follows:

1. Writing

Writing is an activity of expressing ideas, messages, and emotions using symbols such as letters, punctuation, and spaces in a structured and creative manner.

2. Argumentative Text

Argumentative text is one of writing genre that discuss about one issue or question by developing argument based on fact, data, logic and support it by strong reasoning and evidence.

3. Peer Feedback

Peer Feedback is a process in which students give and receive comments from their peers. This process encourages students to understand the material well in order to give and receive critical review from their peers.

These terms are key understanding of the topic to help clarify the concept discussed in this study.

In conclusion, this chapter presents background, research question, objectives of the research, uses of the research, scope of the research, and definition of terms.

II LITERATURE REVIEW

This chapter investigates important studies on implementing peer feedback in teaching writing argumentative text. It addresses several subjects, such as the definition of writing, aspects of writing, teaching of writing, definition of peer feedback, aspects of peer feedback, the implementing of peer feedback, definition of argumentative text, aspects of argumentative text, and teaching of argumentative text. It also goes over the procedures of implementing peer feedback in teaching argumentative writing, advantages and disadvantages, theoretical assumption, and hypothesis.

2.1 Definition of Writing

Writing has been defined by various experts for its role in organizing and communicating thoughts. This section will discuss definitions of writing from academic perspectives, followed by an analysis of its essential characteristics, such as the recursive nature of drafting, organizing ideas, and its function as a tool for conveying information and expressing ideas to readers.

Numerous definitions penned by experts could be found. For example, Harmer (2017: 112) explained that writing is a purposeful activity that allows students to think, learn and improve their language skill. Unlike speaking, Harmer explains that writing gives students more time to think about the language and practice it. Furthermore, Harmer identifies two types of writing: writing for learning and writing for writing. Writing for learning is type of activity that helps students to practice what they have learned like grammar or new vocabulary. On the other hand writing for writing helps students to write a real writing such as emails, essays or reports. This type of writing not only focus on grammar but also on how to organize, style and make writing clear and effective.

Brown (2000: 335) define writing as a complex, purposeful process that more than only expressing spoken language into written form. Brown highlights that writing requires planning, organizing, drafting, revising, and editing to convey ideas into clear and structured way. Furthermore, Brown states that because of these demands, writing must be taught and practiced intentionally. Brown also explains that writing no more seen as a product but as process. It means teacher no longer focus on the final product such as the written essay or report but how they brainstorming their ideas, draft their writing and revise their writing based on the feedback given.

Furthermore, Hedge (2003: 302) views writing as process of thinking and discovering new ideas as one writes. In line with Brown, Hedge also states that it takes time, steps, effort to have a perfect writing. Ones needs to set their goals, generate their ideas, organizing information, choosing appropriate diction, making drafts, reading and evaluate it, then revising and editing. Hedge highlights that a good writer not just start writing without thinking, one must go back to check their sentences, ideas, and structure, reflect while revising, and think about whether their writing clear, appropriate and useful enough for the reader. Therefore, he suggests that a process approach is needed to support these complex activities. The goal of this approach is to help student to be more engaged in cognitive strategies while composing the draft.

Overall, after reflecting on all the studies presented, the researcher has come to the conclusion that writing is a purposeful activity that encourages student to express their ideas and thoughts to help them learn and improve their language skill. Writing is a process of communicating thoughts into written form through recursive activity that involves planning, organizing, drafting, revising and editing. To achieve better writing, one should not stop at a single step but continually refine the work.

2.2 Aspects of Writing

To write effectively, students need to consider several important aspects. Brown (2000: 357) outlines six crucial aspects of writing that are required for a writer to

produce a well-constructed text, namely content, organization, discourse, syntax, vocabulary, and mechanics:

1. Content

Content refers to the substance and main ideas of the writing. It involves presenting a thesis statement which provides a clear focus and direction for the text. Then the thesis statement is developed by related ideas in order to support it. Verifiable facts, illustration, cause and effect, writer's experience and opinion are involved to strengthen the argument and add credibility. Furthermore, content also needs to maintain a clear and steady direction throughout writing, staying aligned with the thesis statement, and avoiding irrelevant information in order to ensure the reader is able to follow the main argument easily.

2. Organization

Organization involves structuring ideas and information in a logical and cohesive manner. It ensures that the introduction engages the reader, clearly presents the topic, and provides necessary context. A well-organized text presents ideas in a logical order, making the writing easy to follow. Furthermore, it ensures that the conclusion effectively summarizes the main points and provides a sense of closure. Finally, good organization maintains an appropriate length, avoiding unnecessary repetition or irrelevant information.

3. Discourse

Discourse involves key elements that strengthen the clarity and coherence in writing. It begins with the topic sentence that serves as introducing the main idea of the paragraph, establishing paragraph unity. Transition and discourse markers indicate the structure of the text or signal relationships between ideas (i.e., however, furthermore, in contrast), maintaining a smooth flow to help the reader through the text. While cohesion connects ideas through the grammatical links that involve using consistent vocabulary and tenses.

4. Syntax

Syntax encompasses the rules and patterns that dictate how words combine to form coherent sentences. Effective syntax includes the appropriate use of independent and dependent clauses, which add nuance and depth to the writing. Additionally, it avoids run-on sentences and fragments, ensuring that each sentence conveys its intended ideas and contributes to overall clarity.

5. Vocabulary

Vocabulary refers to the choice of words used to convey ideas. Precise vocabulary minimizes ambiguity and establishes that the reader understands the intended message without confusion. Precise vocabulary helps to eliminate ambiguity and ensures that the reader understands the intended message without confusion. Using specific terms instead of vague language are able to enhance the total impression of writing. Repeating words or phrases must be avoided as it makes writing monotonous and dull. Writers ought to effectively use synonyms to vary the word choice to enhance the richness of the vocabulary and maintain reader interest.

6. Mechanics

Mechanics encompasses the visible elements of writing that readers could directly observe. This includes accurate spelling, which reflects professionalism; correct punctuation, which helps clarify the meaning and ideas of sentences; proper citation of sources, which maintains academic integrity; and a well-structured text that features consistent font usage, appropriate spacing, and even margins. All of these aspects contribute to making the writing easy to read and comprehend.

Ultimately, the aspects of writing could be summarized into six categories: content, organization, discourse, syntax, vocabulary, and mechanics. By integrating these elements, students could create well-organized and coherent written works.

2.3 Teaching of Writing

According to Brown (2000: 348) the writing process involves five stages: pre-writing, drafting, revising, editing, and publishing.

1. Pre-writing

This stage involves choosing a topic, generating and organizing ideas, and defining a topic sentence. To begin with, the students have a freedom to choose their own topic, as it engages the students to generate their ideas because they choose the topic that is familiar with them. Next, brainstorming, reading, or interviewing could be used to gather ideas by the students. After gaining ideas, students have to generate a clear topic sentence as the basis of the writing. After that, students learn how to make outlines from the ideas collected. The outline generally consists of introduction, body, and conclusion. Through this stage students are helped to start the writing and organize their ideas.

2. Drafting

Once learners have organized their ideas, the next stage is drafting. During this stage, students are encouraged to simply put their rough ideas on paper. At this point, the teacher should focus on how students structure their ideas, while mechanical errors should be of minimal concern.

3. Revising

In the revising stage, students refine their drafts to enhance the overall quality and clarity of their writing. This stage involves two key activities: self-revision and peer revision. First, students review their own drafts to assess the effectiveness of their content, organization, and coherence. Next, they share their drafts with classmates to receive constructive comments and suggestions, either orally or in written form. Students may work in groups of two or more during this process.

4. Editing

Once the students gained feedback from the revising process, the next stage is editing. In this stage, students attempt to refine their writing optimally while the focus shifts to looking at mechanics of writing which include: capitalization, punctuation, spelling, grammar etc.

5. Publishing

During this final stage, students will publish their writing once they have completed it. Interaction with actual readers encourages students to engage meaningfully with their work and enhances their confidence as writers.

In conclusion, the writing process consists of five essential stages: pre-writing, drafting, revising, editing, and publishing. In order to have a good writing, one need to through these stages.

2.4 Argumentative Text

Argumentative text often described as writing that persuade the reader by providing arguments. This section will explore the definition of argumentative texts as presented in several academic sources, followed by their key aspects such as structure, purpose, and evaluative criteria.

According to Coffin et al. (2005) argument essay is a writing in which the writer stating a position and then providing a series of arguments and evidence for supporting the position. Furthermore, a writer also may provide counter-arguments so that the writer not seem naive, biased, or even unreasonable. Coffin et al. suggest argumentative text could be structured in three ways: exposition, discussion, and challenge. Exposition presents one point of view, discussion discusses two or more points of view, and challenge aim to challenge or refute an issue or argument. In line with this, Ministry of Education and Culture (2022) states that argumentative text is a text that expresses the reasons and evidence for an opinion, an idea, or a belief, used to persuade the reader to do or not do something.

In summary, argumentative text is one of writing genre that discuss about one issue or question by developing argument based on fact, data, logic and support it by strong reasoning and evidence.

2.4.1 Generic Structure of Argumentative Text

According to Coffin et al. (2005), argumentative text is organized into three main components.

1. Thesis

This section introduces the issue and the writers' position about the issue of the topic. It often includes how author will approach the topic and provide a statement of the main argument (thesis statement/point of view).

2. Arguments

Arguments section provide writers' elaboration of several reasons to support their position stated in the thesis. In this stage, the writer develops sub-arguments, each of which is clearly or implicitly connected to the overall position. Furthermore, writers provide evidence to support these arguments, counter-evidence may also be included and addressed to strengthens the writer stance.

3. Conclusion/Reiteration

This section presents the overall arguments and evidence which have been elaborated before. These are presented together with a final evaluation to reinforces the position of the writer took in the introduction.

In conclusion, the argumentative text is structured into three sections: thesis, arguments, and conclusion/reiteration. These distinct sections set argumentative texts apart from other types of writing. It provides a clear framework for analysing and assessing the work in question.

2.4.2 Language Features of Argumentative Text

The Ministry of Education and Culture (2022) states that an argumentative text incorporates specific language features, including the use of abstract nouns, technical terms, modal auxiliaries, action verbs, temporal connectives, and the present tense.

1. Abstract nouns

   Abstract nouns are words that name things we could not see or touch, such as ideas, emotions, or qualities. This kind of noun often used in argumentative text to describe values and concept to strengthen arguments (e.g., progress, freedom, love).

2. Technical terms

   Technical terms are words or phrase that refer to specific topic or field. They are used to deliver ideas appropriately and to sound knowledgeable (e.g., interest, greenhouse, linguistic).

3. Modal auxiliaries

   Modal auxiliaries are helping verbs that express things like necessity, possibility, or obligation. In argumentative text, modal auxiliaries often used to strengthen or soften opinion (e.g., could, might, can, should, must).

4. Action verbs

   Action verbs are verb that describe a physical or mental action of the subject. In argumentative text, action verb usually used to give strong and persuasive effect to the sentence (e.g., reduce, encourage, support).

5. Temporal connectives

   Temporal connectives are words or phrase that function to connect events into better order. In argumentative text, they are used to structure the ideas so the writing could be easily followed by the reader (e.g., first, furthermore, in addition).

6. Present tense

   Present tense refers to a verb tense used to show actions that are happening now, generally true, or habits. Argumentative text usually written in present tense to make the writing sound relevant, immediate and alive (e.g., Using plastic cups is bad for environment).

Overall, argumentative texts have six key language features: abstract nouns, technical terms, modal auxiliaries, action verbs, temporal connectives, and the present tense.

2.5 Peer Feedback in Writing

This section discusses peer feedback in the context of writing. It starts with definition, followed by mode and focus of peer feedback.

2.5.1 Definition of Peer Feedback

Peer feedback had been defined by various experts as a technique to help students to learn in writing activity. This section discusses the definitions and the purposes of peer feedback from multiple perspective to give a clearer understanding of its role in the writing classroom.

According to Hyland (2004: 198 - 200) peer feedback in writing refers to a process in which students review and comment on each other's draft during learning activity. Hyland defines peer feedback as technique that allows students to engage in giving peer feedback to each other and sharing their thought, comments, and suggestions to help each other improve. Liu and Hansen (2002: 1) see peer feedback as more than giving comments. Peer feedback or peer response is an activity in which students help each other by acting like a teachers or editors, giving suggestions or critiques on each other's writing whether in spoken or written form. In this process, students revise their drafts, think about their reader, improve their ideas and build stronger content, grammar, and structure over time. Furthermore, Liu and Hansen see peer feedback as one of collaborative activity that may encourage student to negotiate meaning as they work with peers in improving a written text.

Beyond its definition, peer feedback serves several pedagogical purposes. It is aimed not only to help students revise and improve their drafts but also to encourage them to learn, improve their critical thinking, an develop audience awareness. These purposes are aligned with the concept of the process writing approach, which sees writing as a recursive activity involving stages like pre-writing, drafting, revising, editing, and publishing (Hyland, 2004; Liu and Hansen, 2002). Writing as a process highlight feedback as an essential stage that help them improve their writing skills and organizing thoughts effectively.

The purpose of peer feedback is also supported by collaborative learning theory, which assume that knowledge is constructed through interaction with others. Through peer feedback activities, work together to make their ideas clear to each other, share their own perspective, and build knowledge together. While individual may have limited cognitive resources to complete a task, sharing knowledge within a peer group allows them to achieve outcomes that would not be possible independently (Liu and Hansen, 2002).

Moreover, peer feedback also supported by Vygotsky's Zone of Proximal Development (ZPD), which states that individuals can do more and learn better when they get assistance from someone who knows just a little bit more. In peer feedback activities, this principle is reflected when students offer guidance, hints, comments, or suggestions that are within the learner's developmental reach. Such interaction functions as scaffolding, gradually enabling students to internalize the support and eventually perform the task independently (Vygotsky, 1978).

In addition, peer feedback is theoretically supported by Krashen's (1982) concept of comprehensible input. Peer feedback allows learners to receive input that is understandable and accessible because the language comes from peers whose proficiency levels are relatively similar. Since the comments directly connected to the learners' own writing, the input becomes contextual and personally relevant, creating a natural comprehensible input environment without the linguistics intimidation that may occur in teacher-fronted feedback. Furthermore, variation in linguistic ability among peers naturally provide i+1, such as exposure to new vocabulary or slightly more advanced sentence structure.

In summary, peer feedback is a process in which students review on each other's writing. It helps them revise and improve their writing drafts, encourage active learning, develop critical thinking, build audience awareness, supports writing as a process and collaboration learning, provides scaffolding for language development, and offers comprehensible input for the students.

2.5.2 Aspects of Peer Feedback

To ensure peer feedback is meaningful and aligned with the aspects of writing based on H. Brown (2000), this study will focus only on aspects that are more relevant during mid-process revision as proposes by Hyland (2004), that is, between the first and second drafts. Accordingly, this study will only emphasize on content, organization, and discourse. In addition to these aspects, syntax is included as a sub-focus under language use, acknowledging that sentence-level issues may appear in peer feedback when they impact meaning or clarity. The five aspects of writing in peer feedback for this study are:

1. Content

Peer feedback may focus on the relevance and clarity of the writer's idea. In this aspect, peers might comment on whether the main idea is clear, if arguments are well developed, or if supporting details are enough. For example: "You need to add more explanation to support why homework should be banned at school."

2. Organization

Organization involves structuring ideas and information in a logical and cohesive manner. Feedback may involve suggestion about the order of paragraphs, the need for stronger thesis in the introduction, the connection between sections, or the effectiveness of the conclusion in summarizing the main points. For example: "Your conclusion just repeats your introduction. Maybe try summarizing your key points instead."

3. Discourse

Discourse ensures that each paragraph develop one clear topic (unity) and the sentence should be connected in a way that makes sense (coherence and flow). Feedback in this area may include comments on awkward paragraph openings, lack of transitions between ideas, or unclear references. For example: "The paragraph feels a bit choppy. Maybe you may add a transition like 'in contrast' to show the shift in your argument."

4. Syntax

Effective syntax includes the appropriate use of independent and dependent clauses, which add nuance and depth to the writing. Additionally, it avoids run-on sentences and fragments, ensuring that each sentence conveys its intended ideas and contributes to overall clarity. In peer feedback, comments on syntax may address sentence structure that affects readability or meaning. For example: "You start this sentence in present tense ('affects') but then shift to past ('was distracting'). You may use the present to stay consistent with your argument."

5. Vocabulary

Precise vocabulary minimizes ambiguity and establishes that the reader understands the intended message without confusion. In peer feedback, comments on vocabulary may focus on inappropriate word choice, repeated word, or unclear expression. For example: "You used the word 'important' too many times. Try changing one to 'essential' or 'necessary'."

6. Mechanics

Mechanics encompasses the visible elements of writing that readers could directly observe. In peer feedback, comments on mechanic involved spelling errors, incorrect punctuation, improper citation of sources, and formatting issues such as font use, spacing, or margins. For example: "The word 'shcool' is misspelled, it should be 'school'".

Overall, these six aspects – content, organization, discourse, syntax, vocabulary and mechanics serve as the analytical framework for this study. By focusing on these areas, this study aims to explore how peer feedback contributes to the development of students' writing at the mid-draft stage.

2.5.3 Peer Feedback Guideline for Argumentative Text

In this study, the research will use a peer feedback guideline based on the writing aspects outlined by Brown (2000), focusing on content, organization, discourse,

syntax, vocabulary, and mechanics. The order of these aspects has been intentionally arranged from surface-level features to higher-level writing concerns, so students could start from simpler elements first before addressing more complex components of argumentative writing. The design of the guideline is inspired by the peer review strategies and checklist developed by the Birmingham Young University (n.d.)

Peer feedback is implemented to help students improve their argumentative writing using a structured guideline. Based on this guideline, students review their peer's draft by focusing on content, organization, discourse, and syntax. After receiving feedback, each student revises their draft to improve the quality of their writing.

2.6 The Implementation of Peer Feedback Technique in Teaching Writing

Several studies have delved the use of peer feedback as a technique for teaching writing, particularly in English as a Foreign Language (EFL) contexts. This section will review key research that examines the effectiveness of peer feedback in enhancing students' writing quality.

A study by Alsehibany (2021) which conducted at Riyadh Female Collage of Applied Technology, shows that peer feedback received positive attitude from the students. The finding revealed that students' second writing draft (post-test) has improved and fewer error than the first one. In addition, the majority of participants acknowledge that peer feedback helps them to improve their writing quality and raised their awareness of personal weakness and errors. Overall, the findings highlight that peer feedback could be an effective strategy in comparable teaching environments.

Research by Fatimah and Madya (2020) aims to improve student's writing skill by implementing peer feedback in a three-cycle classroom action research. This study was administered in English Education Department of Ahmad Dahlan University (UAD), Yogyakarta, involving 22 of semester 4 students. This research involves

quantitative and qualitative methods in collecting the data. The findings show that students' essay writing improves after the peer feedback treatment.

Research by Hao and Razali (2022) focused on the effectiveness of peer feedback on students' writing ability and self-efficacy. This study was involved 100 ninth-grade Chinese EFL students from junior high school, divided into experimental and control groups. In the experimental class, students received feedback from both teacher and their peers, while the control class only got feedback from the teacher. The findings revealed that peer feedback enhances students' writing ability, particularly on aspects like content, organization, and grammar. The researcher highlighted that student had a positive attitude toward giving and receiving feedback from their peers. Therefore, they felt more motivated and more confident in their writing skill. Ultimately, this study shows that peer feedback could effectively improve students writing skill.

Another previous study by Tanjung and Sari (2024) examined students' perspective on peer feedback in writing class of English Department students of Universitas Negeri Padang. There are some findings from the study. First, it was discovered that most of students positively perceive peer feedback as an effective process that help them think critically, enhance their writing ability, and generate ideas creatively. Second, 85.4% of participants strongly agree or agree that peer feedback enhance their confident in making suggestion and have a positive respond on the critical feedback given by their peers. Third, the majority of the respond shows that students are helped to socialising and be relaxed in learning process. It could be concluded that, this study highlights that peer feedback receive positive respond as a strategy in teaching writing.

Aprilyani et al. (2020) examined EFL students' problems in learning writing and students' perceptions about peer feedback method in learning writing. The researchers conducted qualitative research through the instruments that are observation and interview to collect data from eleventh grade of electricity engineering in one of vocational school in Majalengka. The findings highlight that

most of the students have common problem in learning writing. Apriliyani et al. state that the most common problem among students is in vocabulary and the lowest is in create content. However, they found that majority of students show positive perceptions toward peer feedback. 70% students state that peer feedback helped them in learning writing as they become more aware to their writing mistake and engage in critical evaluation. The researchers also highlight that peer feedback managed to boost students' collaborative learning in the classroom as it gives them opportunity to interact with their peers. Therefore, this study supports that peer feedback help students to revise their writing successfully.

A study by Maharani and Anggreni (2024) was administered to prove students' writing skills could be improved by the implementation of peer feedback. An experimental study was involved 326 students of the seventh-grade of SMP Negeri 1 Palu. There were two groups involved in this study, experimental group, which receive the implementation of peer feedback, and control group, which receive other treatment. This study focused on the five aspects of writing which are organization, content, vocabulary, grammar, and mechanics. The finding showed that peer feedback technique could significantly improve students' writing skill.

In addition, research conducted by Briansyah (2025) focused on examining the effectiveness of peer feedback and teacher corrective feedback in improving eight-grade junior high school students' writing performance. This study involved 40 students which divided into two groups: an experimental group that used peer feedback and a control group that received teacher corrective feedback treatment. The instrument of this study is writing test which administered before and after the intervention. The result showed that peer feedback was more effective than written corrective feedback from teacher.

A qualitative study conducted by Flora et al. (2020) with 34 fourth-semester students at the English Education Faculty of the University of Lampung examined the implementation of Peer Corrective Feedback (PCF) in improving learners' writing quality. The researchers analyzed two main aspects: the proportion of

feedback given on different writing components and the effectiveness of PCF in enhancing writing quality. The findings showed that language use received the highest proportion of feedback (68 occurrences), followed by mechanics (26), while content, organization, and vocabulary each received 22 occurrences. The study also found that PCF significantly improved students' writing quality.

A study conducted by Dewantoro et al. (2020) examined the correlation between peer interaction and students' English proficiency in SMAN 5 Bandar Lampung. The study involved 36 eleventh-grade students selected through cluster random sampling. Data were collected using an English proficiency test and a questionnaire measuring students' peer interaction. The results, analyzed using Pearson Product Moment correlation, showed a strong positive correlation (r=0.728), indicating that peer interaction significantly contributes to students' English proficiency. The researchers concluded that meaningful peer interaction plays an important role in supporting language development.

In summary, the previous studies have shown that peer feedback could effectively improve students argumentative writing. However, most studies have focused only on college students, junior high school students whose first language (L1) is Chinese. The specific role it plays in improving high school students with Indonesian as their L1, however, remains underexplored. This gap is significant, as the writing skills and needs of senior high school students may differ from those of students in university levels.

2.7 Procedures of Implementing Peer Feedback Technique in Teaching Argumentative Writing

In this study, peer feedback will follow the principle of Ferris and Hedgcock (1998). Which explain that peer feedback should be part of the learning activity, that teachers need to show students how to do it, that the skill should be developed step by step, and me students responsible. The study will also follow Brown (2000) writing stages: pre-writing, drafting, editing, revising, and publishing. Peer feedback will happen in the editing stage.

1. Pre – writing

The teacher begins with a trigger question to introduce argumentative writing (e.g., "Should homework be banned at school?"). After that, in a group of 3, students to write at least three supporting reasons for their stance. The teacher invites several groups to share their responses aloud. Then, the teacher explains argumentative text, the social function and structure. Next, teacher asks the students to organize scrambled argumentative text in the right order to enhance their understanding in structure. After that, teacher introduce cohesive devices (e.g., firstly, furthermore, however, in conclusion) also modal verbs (e.g., can, could, may, might etc.).

After students already understand the base of argumentative text, teacher ask the students to generate a debatable question that will be the topic for their first essay draft. Then, students will choose where they position pro or con from their debatable question. After that they will their reasons why to become the outline of their argumentative essay.

2. Drafting

As they have finished making the outline, they will be guided to make the full argumentative text. Teacher will divide the class into 3 sessions including: thesis making, arguments making, and conclusion/reiteration making, and each session will be fully guided by teacher to ensure that all the students will be able to finish their writing in time. As they have finished the draft, teacher will collect their writing to be given overall feedback.

3. Revising

After they have finished drafting their Draft 1 of the argumentative text, the next activity will be peer feedback. Teacher introduce a peer feedback guideline, focusing on: content, organization, discourse, syntax, vocabulary, and mechanics. Teacher redistributes Draft 1 for peer feedback activity (ensuring no student reviews their own work). Students use the feedback checklist to evaluate a peer's draft and provide written feedback. Once they have finished giving feedback to their

peer's work, teacher will give his/her overall feedback related their works for the final feedback.

4. Editing

Afterward, drafts are returned to the original writers for revision. Then, students revise and generate Draft 2 based on the feedback given by their peers. Finally, teacher collects the Draft 2.

5. Publishing

Finally, students will publish their works on school bulletin.

The implementation of peer feedback is carried out through pre-writing, drafting, revision, and publishing. This approach ensures students engage critically with both their own and others' writing to improve argumentative skills.

2.8 Advantages and Disadvantages of Implementing Peer Feedback in Teaching Writing

Peer feedback has several advantages in writing class. It helps students understand feedback more easily because comments are given using simple and familiar language from their friends (Liu and Hansen, 2002; Briansyah, 2025). Peer feedback can also increase students' confidence and reduce anxiety, since students feel more comfortable receiving comments from peers than from teachers (Fatimah and Madya, 2020; Tanjung and Sari, 2024). In addition, peer feedback creates a positive learning environment where students can share ideas, discuss their writing, and learn together (Alsehibany, 2021). However, peer feedback also has some weaknesses. Some students give unclear or incorrect feedback because they lack knowledge or are not confident in their ability to evaluate writing (Liu and Hansen, 2002; Briansyah, 2025). Students may also avoid giving honest comments to keep good relationships with their friends (Tanjung and Sari, 2024).

Teacher feedback, on the other hand, is considered more accurate and reliable. Teachers are able to give clear guidance, correct serious errors, and help students

improve content, organization, and language use (Liu and Hansen, 2002; Alsehibany, 2021). Teacher feedback is helpful because it shows students the correct standard of academic writing (Fatimah and Madya, 2020). However, teacher feedback also has some disadvantages. It can make students feel nervous or afraid of making mistakes, especially when the feedback focuses too much on errors (Briansyah, 2025; Tanjung and Sari, 2024). In addition, students may become too dependent on teacher feedback and less active in revising their own writing (Liu and Hansen, 2002).

2.9 Theoretical Assumption

Reflecting on the theories presented and insights from experts, it may be concluded that using peer feedback as revision technique will significantly improve the quality of students' argumentative texts. First, peer feedback approach helps learners develop their writing better as they are no longer writing just for the teacher, but for an actual audience. Through this process, students are able to engage more actively in learning process while receiving input from authentic readers in a non-judgmental environment. In addition, peer feedback activities involve problem-solving as students improve the quality of their written draft – all of which is essential in developing second language skills. Second, based on the theoretical framework discussed, content and organization are expected to improve the most form peer feedback. The researcher believes that, when guided by teacher through the writing process including: planning, drafting, revising, editing, and publishing – with peer feedback integrated, students will able to produce a well-developed argumentative writing.

2.10 Hypothesis

Drawing on the theoretical framework and discussions presented, the researcher hypothesizes that:

Hypothesis 1:
  1. There is no significant difference in the improvement of students' performance in writing argumentative text after the implementation of peer feedback.

2. There is significant difference in the improvement of students' performance in writing argumentative text after the implementation of peer feedback.

Hypothesis 2:

1. There is no significant difference in improvement among the aspects of argumentative writing; content and organization do not improve more than language accuracy and mechanics after implementing peer feedback.

2. Among the aspects of writing, content and organization will show greater improvement than language accuracy and mechanics after implementing peer feedback.

In this chapter, the researcher presents a thorough analysis of key concepts, which encompasses definitions of writing, aspects of writing, and teaching writing. The chapter further delves into the concept of peer feedback and argumentative text, focusing on the implementation of peer feedback in teaching writing. Finally, the procedure of implementing peer feedback in teaching writing argumentative text, theoretical assumptions and hypothesis that inform this research are outlined.

III METHODS

This chapter will discuss in detail the research design, variables, data sources, research instruments, validity, and reliability of the instrument, data collecting technique, research procedure, data analysis, and hypothesis testing.

3.1 Research Design

In this investigation, the researcher used a quantitative method and implemented a one-group pre-test post-test, which was design as follow:

$$\boxed{\textbf{T1XT2}}$$

Note:

T1: The first draft of students' argumentative writing, written before receiving peer feedback.

X: Treatment the implementation of peer feedback as a technique in writing argumentative text.

T2: The second draft of the same argumentative text, written after receiving peer feedback.

3.2 Variables

This research involved two variables: one independent and one dependent. The variables were the implementation of peer feedback as a technique and the students' argumentative text draft 2. The implementation of peer feedback was classified as independent variable (X) because it was assumed to improve students' argumentative writing draft. On the other hand, students' argumentative writing draft was classified as dependent variable (Y), as it was expected to improve as a result of the application of the independent variable.

3.3 Data Sources

3.3.1 Population and Sample

The population for this research consisted of 12th-grade of State Senior High School 16 Bandar Lampung students during the academic year 2025/2026. A sample of 34 students was selected using a simple random sampling method to ensure representativeness of the population. This sample included students from one 12th grade class. It was important that the selected sample accurately reflected the diverse characteristics of the broader student population.

The subjects of this study were 34 of twelfth grade students selected from the senior high school. This study employed a pre-experimental design, specifically a one-group pre-test post-test design.

1. Draft 1: Before the intervention, all 34 students completed a writing assessment to evaluate their ability to write argumentative texts.
2. Intervention: After completing the Draft 1, the students participated in peer feedback in peer feedback activities.
3. Draft 2: After the intervention, the same group of students wrote their draft 2 to measure any changes in their writing ability

3.3.2 Setting

The research was conducted at State Senior High School 16 Bandar Lampung, focusing on the twelfth-grade students during the academic year 2025/2026.

3.4 Data Collection

3.4.1 Data Collection Instrument

The primary instruments used in this study were a writing task and a scoring rubric. The writing task consisted of two drafts of the same argumentative text. The first draft (Draft 1) was written before the implementing of peer feedback and served as T1. After receiving peer feedback, the students revised and produced a second draft (Draft 2), which served as the T2. These activities aimed to identify the improvement in student argumentative writing as indicated by the test results.

(1) Validity

In general, validity of an instrument shows to what extent the instrument measure the one to be measured (Hatch and Farhady, 1982). This study focused on content validity and construct validity because these types of validity are most relevant for validating a writing instrument. The following are two types of validity that the researcher used in this study.

1. Content Validity

Hatch and Farhady (1982) states that content validity refers to the extent to which the indicators in question items represent the material being measured. In this study, content validity was ensured by aligning the writing task with the English syllabus and curriculum used for 12th-grade students at the school.

Figure 3.4.1-1 English Syllabus and Curriculum of 12-Grade in SMAN 16 Bandar Lampung

2. Construct Validity

Construct validity refers to what extent to which an instrument measures the intended aspects. If an instrument has multiple aspects, and each aspect is measured by several indicators, similar indicators should be positively associated with one another (Hatch and Farhady, 1982). In this research, the researcher asked the students to write an argumentative text to measure the students' writing achievement. The researcher measured the result of students' writing with the scoring criteria proposed by Brown (2000). The rubric focuses on six key aspects: content, organization, discourse, syntax, vocabulary, and mechanics which align with the elements emphasized in the peer feedback guideline.

Table 3.4.1.1 Scoring Rubric

Aspects	Score	Criteria
Content 0-24	0	No clear thesis or central idea. Writing lacks focus or direction. Ideas does not support the thesis. Ideas are not specific and do not explain why.
	1	Thesis is unclear, too broad, or only implied. Supporting ideas are weak, underdeveloped, or off-topic. Few examples or explanations are used to support arguments.
	2	Thesis is present and generally clear, though may lack some precision. Supporting ideas are mostly relevant and developed, but some arguments may lack depth or specific examples. Minor unrelated ideas may appear.
	3	Clear, focused thesis statement that strongly guides the essay. All main ideas support the thesis effectively. Arguments are well-developed with relevant and convincing support (facts, examples, logic, personal insight). No irrelevant information.
Organization 0-20	0	The text has no clear structure. There is no clear introduction or conclusion. Paragraphs are not organized, and the ideas do not follow a logical order. Repetition and unrelated information make the writing hard to understand.
	1	The organization is not clear. The introduction or conclusion may be missing or not well developed. Ideas are not always in a logical order, and transitions are weak or missing. Some repetition and off-topic content may confuse the reader.
	2	The structure is mostly clear. The introduction shows the topic but may be too general. Most paragraphs are ordered logically, but some transitions may be missing or unclear. The conclusion is present but may not fully summarize the main points. There may be some repetition or small parts that are off-topic.
	3	The text has a clear and logical structure. The introduction clearly explains the topic and gives background information. Each paragraph presents one clear idea and follows a logical order, with smooth transitions between ideas. The conclusion summarizes the main points and gives a strong closing. There is no unnecessary repetition or off-topic content.

Discourse 0-20	0	There are no clear topic sentences. Transitions and discourse markers are missing or misused. The writing lacks flow, and ideas are not connected clearly.
	1	Topic sentences are weak or missing in several paragraphs. Transitions are rarely used, making the text feel disjointed. The flow between ideas is sometimes confusing.
	2	Most paragraphs include topic sentences, but some may be unclear or too general. Transitions are present but may not always be used effectively. The overall flow is understandable, though some parts may feel slightly disconnected.
	3	Each paragraph begins with a clear topic sentence that introduces the main idea, creating strong paragraph unity. Transitions and discourse markers (e.g., *however, furthermore, in contrast*) are used effectively to show the relationship between ideas and guide the reader smoothly.
Syntax 0-12	0	Many sentences are grammatically incorrect or incomplete. Errors in structure, tense, and agreement make the writing confusing or unclear. Run-ons and fragments occur frequently and severely affect readability.
	1	Several sentences are difficult to understand due to grammar or structure problems. Errors in tense, agreement, or word order often reduce clarity. Run-on sentences and sentence fragments are present and affect meaning.
	2	Most sentences are clear and correctly structured. Some errors in grammar, tense, or sentence construction may appear, but they do not significantly affect meaning. There may be occasional run-ons or fragments, but overall readability is maintained.
	3	Sentences are well-constructed and varied, with correct use of both independent and dependent clauses. There are no major grammar errors. The writer avoids run-on sentences and sentence fragments. Tenses are consistent, and sentence structure supports clarity and meaning.
Vocabulary 0-12	0	Vocabulary is frequently wrong or very unclear. Many words are repeated or used incorrectly, so the meaning is hard to understand. Word choice is not formal or suitable for the task (e.g., casual words, contractions, or personal style)
	1	Vocabulary is too simple, vague, or repeated. Some words are not used correctly or do not fit the context (e.g., contractions like *don't, aren't, isn't* or frequent use of *I* in a formal essay).
	2	Vocabulary is mostly correct and helps the meaning. There may be some repetition or word choice that is not formal enough (e.g., a few contractions or use of *I*), but the text is still clear overall.
	3	Vocabulary is correct, clear, and appropriate for the task. Word choice supports the arguments well and is formal when needed. There us variety, and words are used accurately without repetition, contractions, or unnecessary personal language.
Mechanics 0-12	0	There are a lot of mistakes (10 or more). Many problems with spelling, punctuation, and capital letters. The handwriting is very hard to read, so the text is confusing.
	1	There are several mistakes (7-9). Some spelling, punctuation, or capitalization is wrong. The handwriting can be read, but it looks messy not always clear.

	2	There are some mistakes (4-6). Only a few problems with spelling, punctuation, or capitalization, but they do not stop the reader from understanding. The handwriting is mostly clear and readable.
	3	There are only a few or no mistakes (0-3). Spelling, punctuation, and capitalization are correct. The handwriting is neat, clear, and easy to read.

The final score was determined by changing each score into a portion of it assigned weight as shown in the scoring table, using the formula: (score ÷ 3) × weight. The sum of all six weighted scores resulted in the students' total writing score out of 100.

In conclusion, the researcher adopted a six-aspect scoring rubric to collect the data on students' argumentative writing drafts. The aspects included content, organization, discourse, syntax, vocabulary, and mechanics, each scored on a 0–3 scale. This rubric was not used for formal assessment but to gain objective data on students' writing development and to align with the peer feedback focus used in the study.

(2)   Reliability

In this study, the researcher assessed inter-rater reliability to evaluate reliability of the instrument. There are two raters that scored the students' Draft 2 using a validated scoring rubric in order to obtain the reliable result of the test. To assess reliability, the Rank Spearman Correlation method was applied, because the data were ordinal and the analysis aimed to measure inter-rater reliability. The formula is the following:

$$\rho = 1 - \frac{6 \Sigma\, d_i^2}{n(n^2 - 1)}$$

Where:

ρ: Spearman's rank correlation coefficient

d_i: Difference between the ranks assigned by the two raters for the i-th student.

n: Total number of students.

The reliability coefficient could be interpreted based on the standard proposed by Arikunto (1998: 260) as follows:

    a. A very low reliability (range from 0.00 to 0.19)

    b. A low reliability (range from 0.20 to 0.39)

    c. An average reliability (range from 0.40 to 0.59)

    d. A high reliability (range from 0.60 to 0.79)

    e. A very high reliability (range from 0.80 to 0.100)

According to the reliability standard above, an instrument could be considered as reliable it achieves at least 0.60 (high reliability).

a. Result of the Reliability Test of the Instrument in Draft 1

The reliability of the instrument in Draft 1 was tested using the Spearman rank-order correlation to determine the internal consistency among raters. The calculation showed that $\sum d^2 = 472$ and $N = 23$, resulting in a correlation coefficient $\rho = 0.77$. This value indicates a high-level reliability. This meant that the instrument used in Draft 1 was reliable and consistent across raters. The full calculation process, including the ranking table and Spearman correlation formula, is provided in Appendix 12.

$$\rho = 1 - \frac{6\Sigma\, d_i^2}{n(n^2 - 1)}$$

$$\rho = 1 - \frac{6(472)}{23(23^2 - 1)}$$

$$\rho = 1 - \frac{2832}{23(23^2 - 1)}$$

$$\rho = 1 - \frac{2832}{23(528)}$$

$$\rho = 1 - \frac{2832}{12144}$$

$$\rho = 1 - 0.2332 = \mathbf{0.7668}$$

b. Result of the Reliability Test of the Instrument in Draft 2

The reliability of the instrument in Draft 2 was tested using the Spearman rank-order correlation to determine the internal consistency among raters. The calculation showed that $\sum d^2$=462 and N = 23, resulting in a correlation coefficient $\rho = 0.77..$ This value indicates a high-level reliability. This meant that the instrument used in Draft 2 was reliable and consistent across raters. The full calculation process, including the ranking table and Spearman correlation formula, is provided in Appendix 12.

$$\rho = 1 - \frac{6\Sigma\, d_i^2}{n(n^2 - 1)}$$

$$\rho = 1 - \frac{6(462)}{23(23^2 - 1)}$$

$$\rho = 1 - \frac{2772}{23(23^2 - 1)}$$

$$\rho = 1 - \frac{2772}{23(528)}$$

$$\rho = 1 - \frac{2772}{12144}$$

$$\rho = 1 - 0.2283 = \mathbf{0.7717}$$

3.4.2 The Report of Treatment

This research was conducted with twelfth-grade of SMAN 16 Bandar Lampung from September 1 to 29, 2025. The procedure included the first writing draft (Draft 1), one treatment sessions, and the second writing draft (Draft 2). The objective was to investigate the impact of peer feedback in twelfth-grade senior high school students' argumentative writing.

1. First Meeting (Teaching Session) – August 25, 2015

   Before the writing sessions, the researcher acted as the teacher since the English teacher was unavailable to teach argumentative writing. The objective of this session was to introduce the concept and structure of an argumentative text to help students prepare for their argumentative writing sessions.

The researcher gave a debatable question as a trigger before moving to the main discussion. The question was, "Does homework should be banned?" Students were encouraged to share their opinions and reasons to support their stance. After that, the researcher connected the activity to the topic of argumentative text by explaining that expression perspective and supporting them with arguments is the main characteristic of this text type.

The researcher explained the definition, social function, and generic structure of argumentative texts, including introduction, arguments, and conclusion. Language features such as the use of transition words, modals, and persuasive expressions were also discussed.

After that, the researcher provided an argumentative text that had been divided into several paragraphs. Work in a group of 3-4, the students were asked to rearrange the paragraphs into the correct order. The objective of this activity was to help students to understand the structure and the organization of an argumentative text.

As the final activity, the researcher asked the students to make their own debatable questions. The questions were then checked by the researcher to ensure the questions that they were truly debatable. Next, the researcher asked the students to answer their own debatable questions to form their thesis statement. After that the students filled out an argumentative outline based on their thesis statements and provided three reasons to support their position.

2. Second Meeting (Draft 1 Writing) – September 1, 2015

In this session, the students were asked to write their first draft of an argumentative text based on the outline they had already made. The researcher divided the activity into three guided stages: introduction making, argument development, and conclusion making. In each stage, the students were guided step by step, explained the key components of each paragraph, and monitored

the students' progress to ensure that they wrote their text properly and that all students progressed at the same writing pace.

The total duration of the class was 135 minutes (3 x 45 minutes). However, the writing process could not be completed within one meeting as planned. The researcher first expected the students to spend around 15 minutes for the introduction, 30 minutes for each of three argument paragraphs, and 15 minutes for the conclusion. In practice, the process took longer: the introduction-making stage required approximately 30 minutes, while the first argument stages each took around 40 minutes. As a result, most students only reached the third paragraph, and some of them had not finished it. The last two paragraphs (the third argument and the conclusion) were continued in the next meeting. The longer duration was reasonable, as most students still struggled with writing and needed continuous guidance from the researcher.

3. Third Meeting (Draft 1 Writing) – September 15, 2025

    In the third meeting, students continued their Draft 1 writing, finishing the third argument and conclusion paragraph. Similar to the previous meeting, they were guided by the researcher through the writing process. As the students had finished the Draft 1, the researcher collected the drafts to provide written feedback and correction. Since the students took almost 100 minutes to finished the Draft 1, the researcher decided to continue the peer feedback activity in the next meeting.

4. Fourth Meeting (Peer Feedback and Editing) – October 6, 2025

    Session 1 – Peer Feedback

    In this session, the students were asked to review their peer's Draft 1 using peer feedback checklist provided by the researcher. First, the researcher distributed the peer feedback checklist and example of argumentative text with some highlighted errors to the students. The researcher explained how to use the peer feedback checklist to review their peer's work.

The peer feedback session was divided into two parts. The first part focused on mechanics, vocabulary, and syntax, while the second part focused on discourse, organization, and content. This division aims to ensure that students clearly understood each aspect of writing and completed the peer feedback within the same timeframe.

In the first part, the researcher explained the first three aspects and showed examples of common errors for each. After that, the students started to review their peer's work using the peer checklist provided. At first, the researcher planned to explain the three aspects once and then let the students conducted the review independently. However, it turned out that the students struggled to recall the criteria of each aspect that have been explained. Therefore, the researcher decided to guide the students through the process.

In the second part, the researcher continued to guide the students on each aspect. The researcher ensured that students understood discourse aspect before allowing them to tick the boxes and leave comments. The same procedure was applied to the organization and content aspects.

Session 2 – Draft 2 Making

After the peer feedback session, next students move to the revising and editing session which is Draft 2 making session. Their Draft 1 are given back along with the peer feedback. After that, they revised their Draft 1 according to the feedback given. As they finished the Draft 2, the researcher asked the students to publish their draft 2 on the school bulletin board.

3.5 Data Analysis

Wilcoxon Signed-Rank Test is used to compare how well students perform on two different tasks, as it produces paired data, each students have two scores. This test helps find out whether the improvement between the two scores is meaningful or not. Therefore, in this study, the researcher calculated the students' score on Draft

1 and Draft 2 of their argumentative texts using the following steps Hatch and Farhady (1981: 114-118):

1. Scoring all students' Draft 1 and Draft 2 based on the writing rubric.
2. Tabulating the results of Draft 1 and Draft 2.
3. Normality test
4. Inputting and analysing the data using SPSS.
5. Calculate the mean scores of students' writing performance using the following formula:

$$Md = \frac{\sum d}{N}$$

Md: mean (average score)

$\sum$d: total students' score

N: number of students

6. Normality test
7. To find out whether there is progress in students' writing performance before and after treatment, the researcher used the formula below:

$$\langle g \rangle = \frac{\langle Draft\ 2 \rangle - \langle Draft\ 1 \rangle}{Maximum\ Score - \langle Draft\ 1 \rangle}$$

$\langle Draft\ 1 \rangle$ is the average Draft 1 score,

$\langle Draft\ 2 \rangle$ is the average Draft 2 score,

Maximum Score is the highest possible score.

8. Formulating a conclusion by comparing the average scores of the Draft 1 and Draft 2.

In conclusion, the researcher calculated students' scores in argumentative writing through seven steps: scoring all students' Draft 1 and Draft 2, tabulating the results, inputting and analysing the data, calculating the mean scores, normality test, calculating normalized gain, and formulating a conclusion.

3.6 Data Treatment

According to Setiyadi (2018), there are three key conditions to follow when using a Repeated Measure T-test for testing a hypothesis:

1. The data should be on an interval scale. > 0,05

2. The data should come from a random sample in the population (not fixed or predetermined).

3. The distribution of the data should follow a normal distribution. To check the third assumption, the Shapiro-Wilk test will be used, with the following hypotheses:

H_0: The data follows a normal distribution.

H_1: The data does not follow a normal distribution.

3.7 Result of Normality Test

Before carrying out hypothesis testing, a normality test was conducted to identify whether the data were normally distributed. Since the sample size was relatively small (n=23), The Shapiro – Wilk test was conducted. The Shapiro-Wilk result for the Draft 1 scores yielded a significance value of 0.731, which exceeds the 0.05 significance level, indicating that the data could be considered normally distributed. In contrast, the Draft 2 scores obtained a significant value of 0.047, which is below 0.05, indicating that the Draft 2 data are not normally distributed. Therefore, it can be concluded that the assumption of normality is only met by the data from Draft 1 and violated by the data from Draft 2. This condition suggest that hypothesis testing can be analyzed using nonparametric statistical methods. The detailed normality test results are presented in Appendix 13.

3.8 Hypothesis Testing

Hypothesis testing is used to see if the determine whether the hypothesis of this study is supported or rejected. In short, the hypothesis can be summarized as follows:

Hypothesis 1:

H0: There is no significant difference in the improvement of students' performance in writing argumentative text after the implementation of peer feedback.

H1: There is significant difference in the improvement of students' performance in writing argumentative text after the implementation of peer feedback.

The formula for testing the hypothesis for the first research question is:

$$H_0 = \text{Sig.} > 0.05 \qquad H_1 = \text{Sig.} < 0.05$$

Hypothesis 2:

H0: There is no significant difference in improvement among the aspects of argumentative writing; content and organization do not improve more than language accuracy and mechanics after implementing peer feedback.

H1: Among the aspects of writing, content and organization will show greater improvement than language accuracy and mechanics after implementing peer feedback.

Furthermore, to address the second research question, the researcher examined and compared the results of each writing aspect to find out which one improved the most.

The chapter has discussed the method of research. They are research design, variables, data sources, data collection instrument, data analysis, data treatment, and hypothesis testing.

V CONCLUSION AND SUGGESTION

This chapter presents the conclusions drawn from the study and provides suggestions based on the findings.

5.1 Conclusion

This study aimed to investigate the impact of using peer feedback to improve students' performance in writing argumentative writing. After the treatment, the students' average score increased from 76.49 in the Draft 1 to 83.48 in the Draft 2, showing an improvement in their writing performance. These results suggest that using peer feedback in writing argumentative activity had a positive influence on students' writing performance. The findings are consistent with earlier research that also reported the benefits of peer feedback for improving students' writing.

The study revealed that peer feedback encouraged the students to be more critical and reflective on their drafts. Through comments from their peers, students became more aware of their strengths and weaknesses in writing. They acknowledged the areas that required refinement and apply revisions effectively. Among the six aspects of writing (content, organization, discourse, syntax, vocabulary, and mechanics), mechanic and vocabulary showed the most significant improvement, suggesting that peer feedback helped student refine the mechanics and the word choices. Moreover, it also supports a more collaborative and interactive learning environment, encouraging students to take a more active role in their learning process.

In conclusion, the use of peer feedback is an effective technique for improving students' argumentative performance.

5.2 Suggestion

Based on the findings of this study, it is recommended that English teachers and further researchers consider the following:

5.2.1 Suggestion For English Teachers

First, English teachers are suggested to integrate peer feedback into the writing process. This integration can help students with difference levels of writing to learn by analyzing their peer's work and the feedback they receive. Students with lower writing ability benefit from observing their peer's writing and from understanding how feedback is provided. Moreover, it also supports a more collaborative and interactive learning environment, encouraging students to take a more active role in their learning process.

Second, teacher should give their feedback to each students to ensure that they also got (revisi yaa)

Third, peer feedback should be done more than once instead of only one time. Doing feedback in several rounds lets students go back to their drafts, make better improvements, and understand their strengths and weaknesses more clearly. This step-by-step process helps students improve their writing gradually and get the most out of working together.

Fourth, teachers should focus on teaching and improving high-level aspects of writing, such as content and organization, during learning activities. By ensuring that students' own writing is strong in these areas, they will be better able to give meaningful feedback on ideas, structure, and argument development during peer review. This approach encourages students to go beyond correcting surface errors and to provide suggestions that enhance the overall quality, clarity, and coherence of their peers' writing.

5.2.2 Suggestion For Further Researchers

Researchers are encouraged to conduct more than one peer feedback cycle to obtain more optimal results. In this study, peer feedback activity was implemented only once, which may have limited the depth and the quality of the feedback. Future researchers may conduct two or more cycles activity to observe the differences in the depth of feedback and the extent of the revisions made by the students.

Moreover, future research is suggested to include larger and more diverse samples to strengthen the generalizability of results. Including broader range of participants would help determine whether the results of this study apply across various student groups and educational settings. This approach would allow researcher to draw stronger conclusion and extend the relevance of the results to a wider population.

In addition, future researchers are also recommended to incorporate qualitative methods, such as interviews or questionnaires, to explore students' perceptions and experiences when involving in peer feedback in writing activity. This approach could provide more detailed understanding of the learning process and deeper insights into how students view peer feedback as a stage in their writing process on their writing performance.

In conclusion, the findings and suggestions from this study are expected to serve as a useful reference for English teachers in creating more effective learning techniques, and as guidance for future research aimed at maximizing the use of peer feedback in English writing instruction.

This chapter presents the conclusion of the study and provides suggestion based on the findings.

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