

**THE EFFECT OF PEER FEEDBACK ON STUDENTS' WRITING
ABILITY IN DESCRIPTIVE TEXTS AMONG SENIOR HIGH SCHOOL
STUDENTS**

By:

Nyi Ayu Amandha Dwie Zulkarnaen

2253042019



**ENGLISH EDUCATION STUDY PROGRAM DEPARTMENT OF ARTS
AND LANGUAGE EDUCATION TEACHER TRAINING AND
'EDUCATION FACULTY UNIVERSITY OF LAMPUNG**

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ABSTRAK

PENGARUH UMPAN BALIK SESAMA TEMAN TERHADAP KEMAMPUAN MENULIS TEKS DESKRIPTIF SISWA SEKOLAH MENENGAH ATAS

Nyi Ayu Amandha Dwie Zulkarnaen

Penelitian ini bertujuan untuk mengetahui apakah terdapat peningkatan kemampuan menulis siswa dalam teks deskriptif setelah diajarkan dengan menggunakan umpan balik teman sebaya. Populasi penelitian ini adalah siswa kelas X SMA 2 Muhammadiyah Bandar Lampung, sedangkan sampelnya adalah kelas X-E yang terdiri dari 24 siswa. Penelitian ini merupakan penelitian kuantitatif dengan desain One Group Pretest-Posttest. Tes menulis siswa diukur sebelum dan sesudah perlakuan. Data dianalisis menggunakan Uji t Sampel Berpasangan melalui SPSS 30.0. Hasil menunjukkan bahwa prestasi menulis siswa meningkat, dengan skor rata-rata pretest 57,4, posttest 87,8, dan kenaikan sebesar 30,3. Nilai signifikansi dua ekor adalah $<0,001$. Hal ini berarti terdapat perbedaan yang signifikan pada prestasi menulis siswa dari pretest ke posttest setelah diajarkan menggunakan umpan balik teman sebaya karena nilainya lebih kecil dari tingkat signifikansi standar 0,05 ($0,001 < 0,05$), sehingga hipotesis diterima. Aspek menulis yang mengalami peningkatan paling signifikan adalah isi. Hal ini disebabkan oleh umpan balik sesama siswa yang memungkinkan siswa untuk menghasilkan dan menyusun ide secara lebih efektif, sehingga tulisan mereka menjadi lebih rinci, koheren, dan terstruktur dengan baik. Hal ini menunjukkan bahwa umpan balik sesama siswa memfasilitasi siswa untuk meningkatkan kemampuan menulis mereka secara keseluruhan.

Kata kunci: Umpan Balik Rekan, Teks Deskriptif, Menulis.

ABSTRACT

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This present study aimed to find out whether there was improvement of the students' writing ability in descriptive text after being taught by using peer feedback. The population of the research was the first grade students of SMA 2 Muhammadiyah Bandar Lampung and the sample was class X- E which consisted 24 students. This research was quantitative research using One Group Pretest-Posttest design. The students' writing test was measured before and after the treatments. The data were analyzed by using Paired-Sample t-test through SPSS 30.0. The results showed the students' writing achievement was enhanced as the average score of pre-test was 57.4, post-test was 87.8, and the gain was 30.3. The value of two tailed significance was <0.001 . It means that there was a significance difference of students' writing achievement from pre-test to post-test after being taught by using peer feedback because the value is lower than the standard significance level of 0.05 ($0.001 < 0.05$), the hypotheses was accepted. The aspect of writing that improved the most was content. This was because peer feedback allows students to generate and structure ideas more effectively, ensuring their writing is more detailed, coherent, and well-structured. It suggests that peer feedback facilitates the students to improve their writing ability as a whole.

Keywords: *Peer Feedback, Descriptive Text, Writing.*

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Nyi Ayu Amandha Dwi Dzulkarnaen

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Student's Name : **Nyi Ayu Amandha Dwi Dzulkarnaen**

Student's Number : **2253042019**

Study Program : **English Education**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**

APPROVED BY

Advisory Committee

Advisor

Co-Advisor

Prof. Dr. Patuan Raja, M.Pd

NIP 195905281986101001

Dr. Budi Kadaryanto, M.A.

NIP 198909132019032012

The Chairperson of

The Department of Language and Arts Education

Dr. Sumarti, S.Pd., M.Hum.

NIP 19700318 1994032002

ADMITTED BY

1. Examination Committee

Chairperson : Prof. Dr. Patuan Raja, M.Pd 

Examiner : Prof. Dr. Flora, M.Pd. 

Secretary : Dr. Budi Kadaryanto, M.A. 

2. The Dean of Teacher Training and Education Faculty



Dr. Albet Maydiantoro, M.Pd.
NIP. 19870504 2014041001

Graduated on: February 18th, 2026

LEMBAR PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : Nyi Ayu Amandha Dwi Dzulkarnaen
NPM : 2253042019
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : The Effect Of Peer Feedback On Students'
Writing Ability In Descriptive Texts Among
Senior High School Students

Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian 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, 18 Februari 2026

Yang membuat pernyataan,



Nyi Ayu Amandha Dwi Dzulkarnaen
2253042019

CURRICULUM VITAE

Nyi Ayu Amandha Dwie Zulkarnaen was born in Bandar Lampung, on May 17th, 2004. She is the second daughter in the family of Ki Agus Zulkarnaen and Wahyu Ningsih. She has one elder sister, Nyi Ayu Dhestria Wahyu Azizah.

She started her education at TK Negeri 1, Bandar Lampung, before going to elementary school. Then she continued at SD Negeri 1 Tanjung Senang, Bandar Lampung. After finishing elementary school in 2016, she went to SMPN 19 Bandar Lampung and graduated in 2019. After that, she studied at MA Al hikmah Bandar Lampung. She graduated in 2022. In the same year, she passed Mandiri and was accepted as a students of English Education Study Program of University of Lampung.

During her time in the University of Lampung, she joined SEEDS (Society of English Education Department Students) she was active as a member of the Education division in 2022 and worked as the secretary in 2024. From January to February 2025, she did KKN in Mulyo Dadi, Tulang Bawang and she conducted PLP at SD 1 Mulyo Dadi, Tulang Bawang. To complete her study, she undertook a research related to students' writing in descriptive text through peer feedback at SMA 2 Muhhamadiyah Bandar Lampung.

DEDICATION

The writer dedicates this work to:

1. Her beloved parents – Ki Agus Zulkarnaen and Wahyu Ningsih
2. Her sister – Nyi Ayu Dhestria Wahyu Azizah
3. Her Almamater – University of Lampung
4. Her beloved friends
5. Her English lecturers

MOTTO

“In the midst of millions of doubts, I walk against that fear, I have great hopes for this long episode, I hope the sky will bring many good things. I risked my mother's life to come into the world, so there's no way I'm worthless.”

(Cece 2026)

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I. INTRODUCTION

This chapter discusses the background of the problems, research questions, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1 Background of the problems

Writing ability is a crucial language skill for students to master, involving the complex process of formulating and organizing ideas (Harmer, 2004; Nunan, 2022). One of the writing skills that is often taught is descriptive text. The descriptive text requires students to be able to describe an object, place, or person in detail and clearly so that readers can imagine the subject described (Knapp and Watkins, 2005; Widiati and Basalama, 2022).

In learning English, there are four skills that must be mastered by the students which are speaking, listening, reading, and writing. Among those four skills, writing is the productive skill that is essential in learning since it allows you to express feelings and ideas that cannot be conveyed orally. However, writing and conveying ideas so that others can understand what we write is not as easy as imagined. According to Nurgiyanto (2001, in Rahman, 2017), writing ability is more difficult than managing three other language competence. This is because in writing there are several elements that must be considered so that the reader understands what is being conveyed. Expressing ideas and feelings into written form is a difficult task since the writer must arrange the letters into words, phrases, paragraphs, and texts in general.

Writing is one kind of the activities done by the language learners and it is one of the productive skills (Conny, 2019: 57). Writing, among the other English skills; listening, speaking, and reading; is regarded as the most valuable and important skill although it is difficult to possess. In modern English teaching, writing can be considered as both process and product. Those cannot be separated since they are related to each other (Weigle, 2012: 2).

The writing process allows the writers to boost up their ideas, their feeling, putting them into draft and then the writer attempt to express those all things above in the final draft as a product. Smith, Brown, and Lee (2020) states the difficulties faced by the students are caused by some factors: 1) the students' low creativity, 2) the students' unawareness of the importance of writing skill, 3) the lack of writing practice, 4) the teacher's ineffective strategy in teaching writing, and 5) the teacher's ineffective strategy in developing materials. Among the difficulties, the teacher's strategy in teaching writing is considered the major cause.

Writing is a part of skill that students have to create a text by arranging sentences into a good text and following the structure and language features. Writing is a part of skill that students have to create a text by arranging sentences into a good text and following the structure and language features. According to Anaktototy et al. (2020) and Zulpaini et al. (2020), Students' demanded for mastering the kinds of genre text based on English writing skill in the 2013 curriculum, so the students must be understood well how to construct a text by following the rules and teachers are required to plan learning activities that will be carried out by students to achieve the expected competencies.

Writing is a tactic for putting ideas down, engaging readers in discourse, and extending and deepening the author's perspective (Brown, 2007). It means that writing enables the interaction of writers and readers as well as the expressing of ideas. Additionally, it serves as a tool for personal development by broadening the writer's perspective on the world.

In writing the students can express their feelings, ideas, thoughts, and opinions. “Writing is about more than making our thoughts and ideas visible and concrete (Ghaith, 2002). However, writing in English is not easy and the students often find some difficulties while they are writing. This idea is also supported by Richard and Renandya (2002) who state that writing is the most difficult skill for foreign language learners.

One of the writing skills that is often taught is descriptive text. The descriptive text requires students to be able to describe an object, place, or person in detail and clearly so that readers can imagine the subject described (Knapp and Watkins, 2005; Widiati and Basalama, 2022). However, writing descriptive text is often challenging for most students as they need help to choose the right words, organize ideas, and provide vivid descriptions (Hogue, 2008; Shuhaimi and Shamsudin, 2022).

Based on the explanation above, the research used peer feedback as a technique in teaching descriptive text writing. In the learning process, not only the teacher provided assessment and feedback to the students, but students were also actively involved in evaluation and assessment practices by using the peer feedback approach. Peer feedback was a common form of assessment that required learners to give and receive feedback on their peers' performance, such as comments, suggestions, and corrections. According to Berggen (2019), the goal of feedback was not only to evaluate and promote recipient learning but also to evaluate and promote self-learning.

Peer feedback is a reciprocal activity during which learners at similar or identical education levels provide and receive task relevant feedback on their peers' writing in the written, verbal or online mode in pairs or small groups (Zhu, 2001; Philippakos and MacArthur, 2016) and may contribute to language learning across multiple educational settings (Double et al., 2020; Li et al., 2020).

It refers to “the use of learners as sources of information and interactants for each other in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other’s drafts in both written and oral formats in the process of writing (Liu and Hansen, 2005, p. 1).

Peer feedback is one of the crucial components of process-oriented writing See also (Harmer, 2007 and Bartels, 2003). As a main component, applying peer feedback activities in the ESL writing classroom means employing process oriented writing approach in the classroom. Implementing process oriented writing approach is relatively important because the approach is based on how real writers write (Tompkins, 2008), where the students should learn or understand that even professional writers do not just write a one shot draft to make their message clear (Emilia, 2010, p. 163).

According to Qian and Dang (2022), involvement in the peer feedback process makes students feel more responsible for their learning process and helps builds a sense of ownership over their writing. Shuhaimi and Shamsudin (2022) also found that peer feedback can increase students' motivation in writing as they feel supported and encouraged by their peers. However, some considerations need to be considered when implementing peer feedback. Lundstrom and Baker (2022) emphasized the importance of adequate training for students so that they are able to provide constructive and meaningful feedback.

In addition, the goal of peer feedback is to encourage students to be active as resources for one another to increase their chances of improving their performance. According to Black and William (2009), peer feedback enables learners to give and receive feedback that differs from the feedback given by the teacher. Peer feedback can enhance students' learning outcomes by providing inspiration from their peers' work, such as how the task might be done, they also can discuss and exchange ideas. Therefore, in this study the researcher interested in investigating the use of peer feedback on students' writing skill, especially in descriptive text.

Previous studies often compared peer feedback with self-revision or teacher feedback (Suzuki, 2008), showing that peer feedback tended to improve topic development. Self-revision helped with lexical issues. However, few studies have explored how giving feedback helps the feedback provider. Philippakos and MacArthur (2016) found that giving peer feedback improved the giver's writing skills. One study also showed that elementary school students who gave feedback demonstrated higher-quality persuasive writing compared to those who did not participate in feedback activities.

Previous studies conducted by Mirzaii and Aliabadi (2013) have shown the efficacy of different forms of feedback. The effectiveness of peer feedback in writing instruction. Found that peer feedback can lead to better writing quality, especially when learners are trained to give constructive comments. This controversy has captured the attention of numerous researchers in the field of Second Language Acquisition (SLA) because of some diversity in the results of the studies conducted. For these reasons, the present study focuses on studying the effectiveness of teacher and peer feedback on L2 writing in an Ecuadorian context; thus contributing to the debate regarding the effectiveness of different types of feedback in EFL teaching, specifically writing skills.

Previous research found that feedback from peers can improve the standards of writing teaching and strengthen students' critical thinking skills (Topping, 2017). Besides that, Muflihah and Authar (2022) emphasized that peer feedback can make writing practice easier for students and stimulate critical thinking and collaboration. Moreover, feedback from peers can train students' responses, behaviour and effectiveness during learning (Yatima et al., 2020).

Previous research also highlights the importance of peer feedback in text contexts, as Kurniawati (2022) found that peer feedback was effective in improving the quality of recount texts when students were involved in writing recount texts. Furthermore, the application of peer feedback in writing other texts has also proven beneficial, as Okvianti et al. (2023) on expository texts, which highlight that peer feedback can improve students' writing and analysis skills in a text.

Previous research conducted by Annisa (2017) showed that there was a significant effect of using the peer feedback technique on students' achievement in writing recount texts. This was proven by the result of the t-test, which was 13.07, while the t-table value was 1.99 ($t\text{-test} > t\text{-table}$, $13.07 > 1.99$). Therefore, it can be concluded that the use of peer feedback technique significantly influenced students' achievement in writing recount texts.

Previous research conducted by Rizki (2019) demonstrated that the use of peer feedback was effective in improving students' skill in writing hortatory exposition text. It was proved by the value of t-test between two means of experimental and control group was 6.25 with df was 55, the degree of significance in the level of 5% which in the table of significance showed that level 5% of df 55 was 2. Therefore the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that there significant influence of using peer feedback in writing hortatory exposition text.

Several previous studies have shown that peer feedback techniques have an effect on improving students' writing ability. Zulkarnaen et al. (2018) found that students who were given the peer feedback technique had better scores than students who were not taught using peer feedback techniques. Noor (2016, p. 19) investigated the use of peer feedback techniques in narrative texts. They found that peer feedback techniques can improve students writing. Peer feedback techniques can also be used as an alternative technique in learning to write besides feedback from the teacher.

Based on previous research, this study focused on the application of peer feedback in descriptive text writing. Through peer feedback, students their improved writing skills by reviewing their friends' writing and providing feedback in teaching writing, especially in English teaching descriptive text, the study aimed to conduct a research mainly dealing with the of peer feedback on students writing ability in descriptive text among senior high school.

Based on the results of those studies, it can be inferred that those studies prove that peer feedback is good to be implemented in teaching writing, especially in helping the students to improve their writing skill, so the study maintains to

conduct a research mainly dealing with the use of peer feedback towards students' writing in descriptive text at senior high school. From the previous studies mentioned, it can be concluded that this research and the previous ones all used the peer feedback technique in writing classes. The differences in this research is the type of text. The type that the researcher used is Descriptive text.

1.2 Research Question

Based on the background that has been discussed above, the researcher's research questions is "Is there any improvement of students' writing ability in descriptive text after they have been taught by using peer feedback?".

1.3 Objective of the Research

To find out whether there is any improvement in students' writing ability in descriptive text after being taught using peer feedback.

1.4 Uses of the Research

The uses of the research are as follows:

1. Theoretically, the researcher hopes this research may contribute useful information for future research regarding the implementation of peer feedback in descriptive text.
2. Practically, as information for English teachers who want to improve students' writing ability by using peer feedback.

1.5 Scope of the Research

This study employed quantitative research design. The researcher focused on determining the results of the students' writing achievement after they were taught using peer feedback in writing descriptive text. Descriptive text consisted of the generic structure, namely identification and description. This study aimed to observe how peer feedback as a technique improved students' ability to write descriptive text, where identification introduced the subject, and description provided detailed characteristics or features of the subject. Peer feedback was effective in helping students improve their writing by actively engaging them in

reviewing and giving constructive feedback to each other's written work, leading to better performance and understanding of the descriptive text structure.

This study placed particular emphasis on the descriptive text, which is one of the text types emphasized in the senior high school English curriculum. The technique employed involved peer feedback, where students reviewed and provided constructive comments on their peers' writing. Students trained to give and receive feedback on grammar, structure, word choice, and clarity. The study assessed students writing achievement through pre-tests and post-tests, assessing improvements in specific writing components. The researcher used five aspects of writing which are, content, organization, vocabulary, language uses/grammar, and mechanics in order to score the students' writing descriptive text test.

1.6 Definition of Terms

In order to avoid misunderstanding from the readers, definition of terms are provided as follows:

1. Writing is a process of communication that involves expressing ideas, thoughts, and feelings through written language.
2. Teaching writing is a complex and multifaceted process that involves helping students develop their ability to express ideas clearly and effectively in written form. It includes teaching grammar, punctuation, and syntax, as well as helping students develop their voice, style, and organizational skills. Effective writing instruction also involves guiding students through the writing process, from brainstorming and drafting to revising and editing, and providing feedback to help them improve their writing skills over time (Graham and Perin, 2007).
3. Peer-feedback is a collaborative two-way exercise in which students give and receive constructive and respectful feedback during the writing process. It provides information to support learning so that students may gather insight about their writing, take feedback into account and make improvements to their texts. A successful peer-feedback session is well-planned, explicitly teaches students how to give and receive feedback, and offers teacher guidance and support throughout (Recherche, 2015).

4. Descriptive text is a type of text that aims to describe a person, place, things, or event in detail, so that the reader can visualize or imagine what is being described. It focuses on sensory details and specific characteristics to create a vivid picture in the reader's mind.
5. Improvement refers to the process of making something better or enhancing its quality, as evidenced by gains from pre-test to post-test scores.

Those all above were what this chapter contained, such as background of the problems, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

II. LITERATURE REVIEW

This chapter deals with the following topics: theories of writing, aspects of writing, teaching writing, descriptive text, peer feedback, peer feedback in teaching descriptive text, procedure of applying peer feedback in teaching descriptive text, advantages and disadvantages of using peer feedback, theoretical assumption and hypothesis.

2.1 Writing

Writing is an essential skill for language learners, crucial for both academic success and future employment (Hornby, 2006). It serves as a medium for expressing ideas, opinions, and emotions, enabling communication through written text (Permata, 2013; Tarigan, 2008). Writing is a process that involves pre-writing, organizing thoughts, drafting, and revising (Oshima and Hogue, 2006). It is not an innate talent but a skill that can be taught and refined. Written language has distinct characteristics such as permanence, production time, distance, orthography, complexity, vocabulary, and formality (Brown and Abey, 2010). Effective writing includes a clear central idea, logical organization, supporting material, appropriate word choice, and correct spelling, grammar, and punctuation (Wilbers and Sullivan, 2016).

Writing is one of productive skills, besides speaking, which contains of symbols (orthographic) and involves a complex process. It is a part of language skills which apart from others skills namely reading, listening, and speaking. (Celce Murcia and Olstain (2000, hlm. 142) state that writing is the production of the written words that the result is a text but the text must be read and comprehended in order for communication take place. The major success of a writing teacher may stem from his or her ability to make and develop writing material, medium of learning, and appropriate strategy which suit with the students need and interest.

According to Marulafau (2013, hlm. 27) writing is a process which the writer organizes various steps such as planning that includes setting the purposes and generating the ideas;

Based on the English syllabus, students should be able to express their ideas in the form of a text. A text that is paraphrased, translated, modified, or condensed, is the actual words that were used to create a written or printed work. Brown (1992, p. 2) states, "As a method of communication, writing could be used to establish and maintain contact with others, transmit information, express though feeling and reactions, entertain and persuade". In the teaching and learning process of writing the teacher has an important role. Within the Merdeka Curriculum, writing is understood as the process of producing texts that communicate ideas effectively and appropriately to a specific audience. This process encompasses not only the technical aspects of language use but also the ability to organize thoughts logically and express them creatively. Writing is regarded as a means of fostering critical thinking, creativity, and effective communication among student. The development of writing skills requires continuous and structured practice; it cannot be mastered in a single attempt. Students must translate the ideas in their minds into written form by adhering to proper conventions and procedures. Learning to write, whether at the junior or senior high school level, is one of the most challenging tasks for learners, and only a few are able to master it thoroughly.

Writing is a part of skill that students have to create a text by arranging sentences into a good text and following the structure and language features. Students' demanded for mastering the kinds of genre text based on English writing skill in the 2013 curriculum, therefore the students must be understood well how to construct a text by following the rules and teachers are required to plan learning activities that will be carried out by students to achieve the expected competencies (Anaktototy et al., 2020; Zulpaini et al., 2020).

Writing also serves multiple purposes: it is a means of communication, a tool for problem-solving and critical thinking, a way to process and filter perceptions, and a method for self-actualization and managing personal environments (Hughey and

Jane, 1983). Despite its complexity, writing must be taught deliberately, as it does not come as naturally as spoken language (Harmer, 2001). Writing helps individuals understand and develop themselves, realize their potential, and achieve their goals. It is believed that writing is important and frequently used in people daily lives either as individual such as writing application letter, messages, and dissemination of the research results or member of society such as in workplace issues. Writing is also taught in formal education considering the importance of having ability and good skills of writing. However, it is not easy to define the ability of writing. There is various definition of writing ability according to different approach of teaching writing. As mentioned in Yi (2009), there are three approaches namely product/text Oriented Approach, Process/Cognitive-Oriented Approach, and genre-based approach.

From the opinions above, writing is a process of communication that involves expressing ideas, thoughts, and feelings through written language. Writing is an important skill that allows students to organize sentences into well-structured texts while following proper language conventions.

2.2 Aspects of Writing

Writing is a tactic for putting ideas down, engaging readers in discourse, and extending and deepening the author's perspective, according to Brown (2007). Therefore that writing enables the interaction of writers and readers as well as the expressing of ideas. Additionally, it serves as a tool for personal development by broadening the writer's perspective on the world.

According to Jacobs et al (1981) there are five aspects of writing. They are:

1. Content refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph.
2. Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

3. Vocabulary refers to the selection of words that are suitable to the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.
4. Language Uses/Grammar refers to the use of the correct grammatical form of syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.
5. Mechanics refers to the use of graphic conventional of the language, i.e., the steps or arranging letters, words, sentences, paragraphs by using knowledge of structure and some others related to one another.

The researcher employs the aspects by Jacobs et al. (1981) to assess students' writing scores, which offers a clear and standardized approach. This framework encompasses five key components: content, organization, vocabulary, language use, and mechanics, providing a comprehensive evaluation of students' writing skills.

2.3 Teaching Writing

Teaching writing skill some principles of teaching writing. Chiteravelu et al. (2006, p. 65) explain some principles of teaching writing, which include take account of the students as a person, reduce anxiety by moving from easy to more difficult, maintain a careful balance between accuracy and sentence structure, provide a good model for students to imitate, provide appropriate stimuli for eliciting notes, vary interaction modes, give clear instruction, monitor students' activity, make sure that teachers have made adequate preparation for class, and handle error sensitively and effectively.

The writing process teaches students how to develop their ideas and record them in written form each stage of the writing process is important and needs to be explicitly taught. The writing process can be taught in sequence, but it is also important to help students understand that writers go back and forth between the steps as they write, some writing is never taken to completion.

Raimes (1983) also states that in order to be successful in writing, English teacher should guide the students in writing, in which the materials presented are relevant

to their interest, needs, capacities and age until they are able to make composition with few or no error.

Since teaching writing is about helping students put their ideas and imagination into words, it's very important for teachers to use materials that match what students are interested in and what they need.

According to Harmer (2004: 11), the process of writing consists of three main elements:

1. Planning

This is the initial stage where the writer generates ideas, organizes thoughts, and decides on the content and structure of the writing. Planning helps to create a clear roadmap for the writing task.

2. Drafting

At this stage, the writer begins to put ideas into sentences and paragraphs, creating the first version of the text. The focus is on getting ideas down without worrying too much about mistakes or perfect wording.

3. Revising

At this stage, this involves reviewing the draft to improve clarity, coherence, grammar, vocabulary, and mechanics.

In conclusion, English teachers needed to help students when they wrote. Teaching writing involved more than just helping students put words on paper; it required thoughtful instruction that supported both the process and the individual learner. This study used three steps in writing: planning, writing, and revising. However, peer feedback was used in the pre-writing and writing steps.

2.4 Descriptive text

This section focused on descriptive text as a type of written discourse that aimed to provide detailed information about a particular subject, allowing readers to visualize the object, person, place, or event being described. To understand the nature of descriptive text fully, this section was divided into three parts: a description of its definition, an explanation of its generic structure and language features, and an overview of the various types of descriptive texts. These provided

the foundational knowledge necessary for analyzing and producing descriptive writing effectively. The findings of a detailed exploration of descriptive texts are organized into the following parts:

2.4.1. Definition

Descriptive text is a genre of writing that serves to provide a detailed and specific description of an object, place, person, or living being. According to Knapp and Watkins (2005, as cited in Mukarromah and Suryanto, 2021), descriptive text explains the characteristics of a subject to help readers clearly understand it. Nurmansyah (2009, as cited in Ardiana, 2017) states that the main function of descriptive text is to give information about a specific thing. Similarly, Pratiwi et al. (2019) and Thommy (as cited in Diana, 2021) emphasize that descriptive text offers clear and detailed portrayals by providing appropriate clues to the reader. In the Indonesian education context, descriptive text is part of the English curriculum (Kemendikbud, 2013), making it essential for teachers and students to understand both its structure and purpose deeply, including knowledge of Systemic Functional Linguistics (Noprianto, 2017). Watkins (2022) explains that descriptive text uses rich and specific language to enable readers to see, hear, or feel the described object. Hogue (2023) adds that descriptive text attracts readers by vividly describing the characteristics or properties of an object. Wardiman (2008) highlights the power of descriptive text to create vivid visual images and sensory impressions in the reader's mind.

In summary, descriptive text aims to provide a detailed, lively, and interesting description of an object, place, or event so that readers can vividly imagine or experience it. It uses rich vocabulary and logical structure to effectively convey the intended message (Ariyanti and Fitriana, 2017).

2.4.2. Generic Structure and Language Features

Descriptive text aims to present a clear and detailed portrayal of a particular subject by outlining its main characteristics and features in an organized manner. According to experts, the generic structure of descriptive text is divided into specific components that guide the writer in presenting this information systematically.

Generic Structure of Descriptive Text Shiahaan and Shinoda (as cited in Diana, 2021):

1. Identification: This section introduces the subject clearly, limiting the scope to a specific object or entity to be described. It sets the context and prepares the reader for detailed information.
2. Description: This section elaborates on the subject's characteristics, including physical form, qualities, and sometimes the author's personal impressions or feelings to enrich the description.

Descriptive text serves to provide a detailed and vivid portrayal of a particular subject whether it is a person, place, animal, or object so that readers can visualize, hear, or feel the subject as if they are experiencing it firsthand. This function helps readers form a clear mental image and emotional connection with the subject described.

Knapp and Watkins (2005) stated that language features are the elements that distinguish one text type from another. One of those genres is descriptive text. In descriptive text language features are follows; specific participant, adjective, auxiliary verb, action verbs and simple present tense:

1. Specific Participants: The text focuses on particular, unique entities (e.g., "Mount Everest," "my best friend").
2. Adjectives: These are extensively used to describe qualities and characteristics, enhancing the vividness of the description (e.g., "tall," "sparkling," "ancient").
3. Auxiliary Verbs: Verbs such as has, have, is, am, and are indicate possession or states of being, helping to construct clear factual statements (e.g., "She has green eyes," "The building is old").
4. Action Verbs: These verbs describe activities or behaviors related to the subject (e.g., "runs," "shines," "whispers"), adding dynamic elements to the description.
5. Simple Present Tense: The predominant tense used to express facts, habitual actions, or general truths about the subject (e.g., "The tiger has stripes," "The museum opens at 9 AM").

In summary, the generic structure of descriptive text was composed of two main parts: Identification and Description. Identification served to introduce and limit the subject being described, while Description elaborated on its characteristics and details. The language features typically found in descriptive texts included the use of specific participants, adjectives to enhance vividness, auxiliary verbs to indicate possession or states, action verbs to describe activities, and predominantly simple present tense to state facts and general truths. Together, these structural and linguistic elements worked to create clear, vivid, and engaging descriptions that enabled readers to form strong visual and emotional connections with the subject matter.

2.4.3 Types

Descriptive text served to provide a detailed and vivid portrayal of a particular subject, whether it was a person, place, animal, or object, so that readers could visualize, hear, or feel the subject as if they were experiencing it firsthand. This essential function helped readers form a clear mental image and emotional connection with the subject being described, which laid the foundation for understanding the various types of descriptive texts that would be discussed next. According to Wishon and Burks (as cited in Diana, 2021), descriptive texts can be categorized into two main types:

1. Descriptive Text of Place

This type describes the physical and situational aspects of a place, aiming to help readers visualize its environment and atmosphere. It consists of two main parts:

- a. Introduces the place by naming it and highlighting its notable features or reputation (e.g., “Bali Island, famous for its beaches”).
- b. Provides detailed information about its general features (location, facilities), physical features (color, size, age), and subjective impressions or feelings (e.g., “Tourists are fascinated by the charm of the ancient temple”).

2. Descriptive Text of Subject

This type focuses on describing a particular subject, which can be a person, animal, or object. It is divided into three subtypes:

- a. Descriptive Text of Person

Identification: Includes the person's name, occupation, or other notable information.

Description: Covers physical appearance (hair color, height), clothing, personality traits, behaviors, and sometimes daily activities or history. The tense may shift to simple past when describing historical facts.

b. Descriptive Text of Animal

Identification: Uses specific terms to name the animal and classify its type.

Description: Details physical features (fur, tail, color) texture, sounds, behaviors, and habits. It is important that the description is specific and detailed to distinguish it from general reporting.

c. Descriptive Text of Object

Identification: Describes the object's phenomenon or purpose.

Description: Focuses on appearance (color, shape), texture (smooth, rough), smell, and sound related to the object.

It can be concluded that writing a descriptive text involves using several key language features. The use of specific and rich vocabulary is essential to create vivid and detailed imagery. Adjectives and sensory details help describe the characteristics of a person, place, or object clearly.

In addition, the logical organization of ideas and the use of appropriate sentence structures contribute to the coherence of the text. These elements work together to help readers visualize and experience what is being described, making the descriptive text more engaging and effective.

2.5 Peer Feedback

Harmer (2004) stated that peer feedback is a valuable element in the writing process. Based on Harmer's theory, the researcher is interested in investigating whether this theory is effective for improving writing ability. According to Richard and Schmidt (2011), peer feedback can be defined as an activity in the revising stage of writing in which students receive feedback about their writing from other students their peers. Typically, students work in pairs or small groups, read each other's compositions, and ask questions or give comments or suggestions.

However, in order to be successful especially when first introduced, the students will need guidance from their teacher so that they know what to look at when they read their classmates' work. According to Nation (2001) providing feedback is crucial in helping students stay focused on their writing objectives and improve their writing skills. Feedback is seen as vital for promoting learning and assisting students in refining their writing abilities. Penny (1996) defines feedback as information given to learners about their performance to help them improve. It helps students understand what is expected of them and produce clear, error-free work. Feedback can be oral or written.

According to Cohen (1990), oral feedback involves face-to-face discussions between teachers and students, whereas written feedback consists of comments, corrections, and evaluations on students' written work. Oral feedback tends to be more effective for younger learners, while written feedback is more appropriate for older students.

Peer feedback, based on the idea that writing is a social process, involves students providing comments and recommendations on each other's work. This technique helps students become more analytical and critical thinkers, fostering mutual learning and enhancing their writing skills (Hyland, 2010; Peterson, 2010; Tridinanti et al., 2020).

The benefits of peer feedback include improved reading comprehension, increased writing critiques, diverse perspectives, and feedback on the clarity of ideas and language (Ferris, 2003). Peer feedback is collaborative two-way exercises in which the students give and receive constructive and respect full feedback during the writing process. It provides information to support learning so that students may gather insight about their writing, take feedback into account and make improvements to their texts (Core and Enriched, 2015). A successful peer feedback session is well planned, explicitly teaches students how to give and receive feedback and offers teacher guidance and support throughout.

According to Bailey and Vardi (1999) the peer feedback technique is a practice where feedback is given by one student to another. Peer feedback provides students opportunities to learn from each other. After students finish a writing

assignment but before the assignment is handed in to the instructor for a grade, the students must work together to check each other's work and give comments to the peer partner.

Comments from peers are called as peer feedback. Peer feedback can be in the form of corrections, opinions, suggestions, or ideas to each other. Ideally, peer feedback is a two-way process in which one cooperates with the other. The Peer feedback involves students giving and receiving feedback on their peers' written work (Farah, 2017). Through peer feedback, students can learn from different perspectives, develop critical thinking skills, and build a collaborative learning environment (Bijami et al., 2020).

In addition, peer feedback can also increase students' motivation and confidence in writing (Hosseini, 2019). On the other hand, peer feedback is an increasingly adopted teaching strategy in learning writing, especially in English as a foreign language (EFL). In the peer feedback process, students give each other comments and suggestions on their peers' writing. This strategy has been shown to benefit the development of students' writing skills (Qian and Dang, 2022; Lundstrom and Baker, 2022). One of the main benefits of peer feedback is its ability to improve the quality of students' writing. Research conducted by Abadikhah and Zaman (2022) showed that students who engaged in the peer feedback process experienced significant improvements in the quality of their writing, especially in terms of idea organization, vocabulary use, and grammatical accuracy.

This finding is supported by Chuang and Nguyen's (2022) study, which revealed that peer feedback helps students identify errors and weaknesses in their writing to make more effective revisions.

Based on the theories above, it can be concluded that peer feedback is an effective technique in developing students' writing skills. This strategy not only encourages collaboration and critical thinking but also allows students to learn from different perspectives. Peer feedback helps improve various aspects of writing such as idea organization, vocabulary use, and grammatical accuracy.

Furthermore, it fosters motivation, confidence, and a deeper understanding of writing as a process. Therefore, peer feedback is a valuable approach in teaching writing.

2.6 Peer Feedback in Teaching Writing

Writing is a complex process in language that requires time and effort to learn and teach. Language program must acknowledge the multi-dimensional nature of writing, given its importance as a core component of language (Harmer, 2004). In other words, writing is a fundamental but challenging skill in language production. Every teacher should apply effective strategies to encourage students to participate more actively in the classroom. Such strategies are particularly important in writing instruction. One commonly used method is peer feedback. There are some previous studies about the effect of peer feedback in teaching writing:

Previous studies often compared peer feedback with self-revision or teacher feedback (Suzuki, 2008), showing: Peer feedback tends to improve topic development Self-revision helps with lexical issues however, few studies have explored how giving feedback helps the feedback provider Philippakos and MacArthur (2016) found that giving peer feedback improved the giver's writing skills. A study found that elementary school students who gave feedback demonstrated higher-quality persuasive writing compared to those who did not.

Previous studies conducted by Mirzaii and Aliabadi (2013) have shown the efficacy of different forms of feedback the effectiveness of peer feedback in writing instruction. Found that peer feedback can lead to better writing quality, especially when learners are trained to give constructive comments this controversy has captured the attention of numerous researchers in the field of Second Language Acquisition (SLA) because of some diversity in the results of the studies conducted. For these reasons, the present study focuses on studying the effectiveness of teacher and peer feedback on L2 writing in an Ecuadorian context; thus contributing to the debate regarding the effectiveness of different types of feedback in EFL teaching, specifically writing skills.

Previous research found that feedback from peers can improve the standards of writing teaching and strengthen students' critical thinking skills (Topping, 2017). Besides that Muflihah and Authar (2022) emphasize that peer feedback can make writing practice easier for students and stimulate critical thinking and collaboration. Moreover, feedback from peers can train students' responses, behaviour and effectiveness during learning (Yatima et al., 2020). Previous research also highlights the importance of peer feedback in text contexts, as Kurniawati (2022) found that peer feedback was effective in improving the quality of recount texts when students were involved in writing recount texts. Furthermore, the application of peer feedback in writing other texts has also proven beneficial, as Okvianti et al. (2023) on expository texts, which highlight that peer feedback can improve students' writing and analysis skills in a text.

Previous research conducted by Annisa (2017) concluded that there was a significant effect of using the peer feedback technique on students' achievement in writing recount texts. This was proven by the result of the t-test, which was 13.07, while the t-table value was 1.99 ($t\text{-test} > t\text{-table}$, $13.07 > 1.99$). Therefore, it can be concluded that the use of peer feedback technique significantly affects students' achievement in writing recount texts.

Previous research conducted by Rizki (2019) concluded that the use of peer feedback was effective in improving students, skill in writing hortatory exposition text. It was proved by the value of t-test between two means of experimental and control group was 6.25 with df was 55, the degree of significance in the level of 5% which in the table of significance showed that level 5% of df 55 was 2. It means, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that there significant influence of using peer feedback in writing hortatory exposition text.

Several previous studies have shown that peer feedback techniques have an effect on improving students' writing ability. Zulkarnaen at al. (2018) found that students who were given the peer feedback technique had better scores than students who were not taught using peer feedback techniques. Noor (2016, p. 19) investigated the use of peer feedback techniques in narrative texts.

They found that peer feedback techniques can improve students writing. Peer feedback techniques can also be used as an alternative technique in learning to write besides feedback from the teacher.

Those previous studies above are used as references for the researcher in conducting this research and also as the comparison between those relevant studies with the study conducted by the researcher at the present time. From the previous studies mentioned, it can be concluded that this research and the previous ones all used the peer feedback technique in writing classes. The differences in this research is the type of text. The type that the researcher used is Descriptive text.

2.7 Procedure of Applying Peer Feedback in Teaching Descriptive Text

In the teaching of descriptive text using peer feedback, the procedure applied consists of three main stages aligned with the writing process: planning, drafting, and revising. Each stage also integrates an understanding of the generic structure of a descriptive text and important language features necessary to construct a good descriptive text.

1. Planning

At this stage, students prepare ideas and plan the content of their descriptive text. The teacher facilitates students in selecting topics and organizing initial ideas by providing stimuli such as themed posters or guiding questions related to descriptive text topics (e.g., “My Favorite Place,” “My Favorite Person”).

- a. Students develop keywords and short phrases following idea branches such as identification (introducing the subject), and description (physical and character description).
- b. The teacher emphasizes the generic structure of descriptive text:
 - a) Identification: introducing the subject to be described.
 - b) Description: explaining the features, qualities, and characteristics of the subject.
- c. The teacher emphasizes the language features:
 - a) Specific participants (e.g., my school, the garden, my friend).
 - b) Adjectives (e.g., beautiful, large, friendly).

- c) Auxiliary verbs (e.g., is, are).
- d) Action verbs (e.g., has, contains).
- e) Simple present tense used for stating facts and habitual actions.

2. Drafting

- a. After planning, students write their first drafts of the descriptive text focusing on applying the taught structure and language features.
- b. Students write individually using the framework of the generic structure including Identification and Description.
- c. They apply language features such as adjectives, specific participants, and verbs in simple present tense accurately.
- d. The teacher circulates around to guide, correct, and support vocabulary use and idea organization to ensure coherent texts.
- e. The drafts produced here will be used in the peer feedback process.

3. Revising (Peer Feedback and Revision)

- a. Revision is the core activity where peer feedback is applied to improve students' writing of descriptive texts.
- b. Students exchange drafts with classmates and conduct peer review using a peer feedback checklist focusing on:
 - a) Content (relevance and completeness)
 - b) Language use (grammar, and tense)
 - c) Organization (clarity and logical flow)
 - d) Vocabulary (word choice and variety)
 - e) Mechanics (punctuation and spelling)
- c. Peers give constructive comments, suggestions, and criticism based on the checklist.

Aspect	criteria	yes	partly	no	Comments/ suggestions
Content	The text clearly introduces the person/place				
	The description includes detailed and relevant				

	information				
Language use	Uses simple present tense correctly				
	Uses descriptive adjectives to make the text vivid				
Organization	The text is logically organized with clear paragraphs				
Vocabulary	Uses varied and appropriate vocabulary				
Mechanic	Spelling and punctuation are mostly correct				
	Sentences are grammatically correct and varied				
Overall Impression	The text is engaging and easy to understand				

- d. The teacher guides students in delivering and receiving feedback constructively.
- e. Students revise their texts based on the feedback to improve content detail, correct language errors, and reorganize paragraphs for clarity and interest.
- f. Revised drafts along with initial drafts are submitted for teacher evaluation.

By following this procedure, students not only develop stronger descriptive writing skills but also gain the ability to provide and accept constructive criticism. This enhances their awareness of generic structure and key language features like specific participants, adjectives, auxiliary verbs, action verbs, and simple present tense in descriptive texts, leading to deeper mastery of writing skills.

2.8 Advantages and Disadvantages of Peer Feedback

In using peer feedback, there must be the advantages and disadvantages.

Harmer (2004) stated the advantages of peer feedback were:

1. Encourage students to work collaboratively.
2. Get around the problem of students reacting too passively to teacher response.

3. Be less authoritarian than teacher review and help students to view both colleagues and teachers as collaborators rather than evaluator.
4. Reduce their self-reliance in the editing process.
5. There are occasions where teacher correction and feedback may be extremely useful, but we still want to develop our students' ability to edit and revise when they are on their own. Students needed guidance from their teacher so that they know what to look at when they read their classmates' work.

Based on explanation above, the researcher can concluded that knowing the advantages of peer feedback could have served as a reference for whether the technique could be applied in the teaching and learning process. On the other hand, there were some disadvantages of peer feedback, which were:

1. Student writers did not know what to look for in their peers' writing.
2. They did not give specific, helpful feedback, and were either too hard or too complimentary in making comments.
3. Peer feedback activities take up too much classroom time, meaning the implementation of peer feedback in the process teaching and learning process took a long time.
4. Sometimes it was difficult for students to see such responses from their teacher as anything other than commands which to be obeyed, which made it difficult for students to view responses to another people.

From the explanation above, it could be conclude that peer-feedback had both advantage and disadvantage implementation in developing students' critical thinking, learner autonomy and social interaction among students, and the example of disadvantage peer-feedback is some students prefer the teacher give feedback than peer-feedback.

2.9 Theoretical Assumption

Peer feedback was an effective technique to help students improve their writing ability, especially in writing descriptive texts. Through peer feedback, students receive input from their classmates about their work, which allowed them to see their writing from different perspectives. This process helped students identify

their strengths and areas for improvement, making it easier to revise and develop their descriptive texts in a more detailed and coherent manner.

Based on the explanation of peer feedback, the researcher assumed that implementing peer feedback could have enhance students' ability to write descriptive texts. It encourages students to reflect critically on their own writing and the writing of others, which fosters better organization, clarity, and precision in their descriptions. Moreover, peer feedback contributes to the improvement of writing mechanics, vocabulary usage, and grammatical accuracy.

By reading and evaluating others' texts, students were exposed to a variety of expressions and sentence structures, enriching their own language use. Additionally, receiving suggestions from peers can motivate students to be more engaged in the writing process and to take greater responsibility for their learning.

2.10 Hypothesis

The Hypothesis is “There is an improvement in students’ writing ability in descriptive text after they have been taught by using peer feedback”.

Those all above were what this chapter covered, such as theories of writing, aspects of writing, teaching writing, descriptive text, peer feedback, peer feedback in teaching descriptive text, procedure of applying peer feedback in teaching descriptive text, advantages and disadvantages of using peer feedback, theoretical assumption, and hypothesis.

III. METHODS

This chapter discusses about research design, data source, population, sample, data collecting technique, scoring criteria, instrument, validity, reliability, data analysis, Hypotheses Testing.

3.1 Research Design

This research is a quantitative study which is intended to see the students' descriptive writing ability after have been taught by using peer feedback. The research design is one group pretest-posttest design because the researcher will only use one class. The design is used to compare the students' writing ability elicited through the score of a pretest and a posttest after treatments were given. According to Hatch and Farhady (1982: 20), the research design is represented as follows:

T1 X T2

Notes:

T1 : refers to the pretest that is given before the researcher teaches through peer feedback in order to measure the students' competencies before they are given the treatment.

T2 : refers to the posttest that is given after implementing peer feedback and to measure how far the students' improvement after they get the treatment.

X : refers to the treatments given by the researcher through peer feedback to improve students' writing

(Setiyadi, 2018)

3.2 Variables

In this study, there were two variables: one dependent and one independent. The variables were the application of peer feedback as the teaching technique, and students' ability in writing descriptive texts. The use of peer feedback was classified as the independent variable (X) because it was assumed that applying peer feedback could enhance students' writing ability. Meanwhile, students' ability in writing descriptive texts was classified as the dependent variable (Y) because it was expected to improve as a result of the application of the independent variable in the learning process.

3.3 Population and Sample

Setiyadi (2006) says that a population includes all the people a study is focused on. A research sample, however, is just the group of people who actually give the data. The population of this research was the first grade students in the first semester of SMA 2 Muhammadiyah Bandar Lampung in academic year of 2025/2026. For the sample of this research, the researcher took one class as the pre experimental class, it was class X-E that consisted 24 students chosen by the English teacher.

3.4. Data Collecting Technique

The aim of this research is to gain the data on the students' descriptive writing skill score before the treatment and after the treatment. The data are gained from:

1. Pre-test

The pre-test is conducted before the students are taught by peer feedback. It is to see the basic ability of students' descriptive text writing performances before the students are given the treatments. The pretest is a writing test. The students are asked to create a descriptive text.

2. Treatment

The treatments are conducted after the pre-test. The process of teaching students it is a learning process in which students write drafts and give each other feedback on their classmates' writing. The treatments are conducted three times during the study. Aims to improve writing skills through a revision process based on input from peers.

3. Post-test

The post-test is conducted after the students are taught by peer feedback. It is used to know the improvement of student's ability in writing a simple descriptive text. Students are again asked to write a different descriptive text or a revision of the previous writing. The results of the post-test will be compared with the pre-test to see the improvement in writing ability.

3.5 Scoring Criteria

There were five aspects to be tested for evaluating the students' descriptive texts: content, organization, vocabulary, language use/grammar, and mechanics. In evaluating the students' writing scores, the researcher analyzed the results of students' text writing to ensure that the treatment had impacted the students' skills. The criteria of the scoring system were based on the rating sheet from Jacob et al. (1981) because it provided a well-defined standard. The test was scored using scoring rubrics as follows:

The score of the test was derived as follows:

1. Content: 30%
2. Language use/Grammar: 25%
3. Organization: 20%
4. Vocabulary: 20%
5. Mechanic: 5%

Tabel.3.1. Scoring Criteria

Aspect	Criteria	Score
Content	The content is very clear, complete, relevant to the topic, and provides in-depth explanation	27-30
	The content is mostly clear and relevant but some parts are not fully complete	24-26
	The content is somewhat incomplete and less relevant to the topic	21-23
	The content is very incomplete and barely relevant	18-20
	The content is off-topic and very incomplete	<18
Aspect	Criteria	Score
	Grammar use is very accurate, sentences are varied, and there are no serious errors	22-25

Language Use	Mostly correct grammar, minor errors that do not disrupt understanding	19-21
	Frequent grammatical errors that partially hinder comprehension	16-18
	Very frequent errors that significantly disrupt understanding	13-15
	Grammar is very poor, making the text difficult to understand	<13
Aspect	Criteria	Score
Organization	The text is very well organized and logical; ideas flow smoothly	18-20
	Organization is fairly good, with slight confusion in idea sequence	15-17
	Organization is weak, and ideas are not clearly arranged	12-14
	Very unclear organization; ideas are disconnected	9-11
	No organization; the text is very confusing	<9
Aspect	Criteria	Score
Vocabulary	Word choice is very appropriate, varied, contextually relevant, and supports the content	18-20
	Word choice is fairly appropriate and relevant; vocabulary variety is limited	15-17
	Limited vocabulary; word choice is often inappropriate and does not support the content	12-14
	Very limited vocabulary with many inappropriate word choices	9-11
	Vocabulary use is very poor and unsuitable for the context	<9
Aspect	Criteria	Score
Mechanics	Punctuation, spelling, and word writing are all very accurate with no errors	5
	A few minor punctuation or spelling errors that do not interfere with understanding	4
	Several punctuation and spelling errors that begin to interfere with comprehension	3
	Very many errors that seriously hinder understanding	2
	Serious errors that make the text very difficult to understand	1

(Jacobs et al, 1981: 90).

3.6 Instrument

An instrument was a tool for collecting data. Various methods were used to writing test. In this study, the researcher employed pre-test and post-test instruments. The pre-test consisted of a task about how to write a descriptive text to determine the students' proficiency before they received treatment using peer feedback. The post-test consisted of a task about how to write a descriptive text to see students' proficiency after they received treatment using peer feedback. Both

activities aimed to assess students' improvement based on the pre-test and post-test results.

The test included detailed instructions and procedures, as well as time limits. To meet the criteria for a good test, it was important to assess its reliability and validity.

3.7 Validity

Hatch and Farhadi (1982) explained that a test was valid or effective if it accurately measured what it was supposed to measure and met the required standards. Shohamy (1985) defined validity as the extent to which a test measured what it was intended to measure. To determine if a test had good validity, researchers needed to examine its content and construct validity. This meant the test should have covered the material taught in class. The researcher evaluated the test's validity based on these two aspects, as described below:

1. Content Validity

To ensure good validity, the researcher made sure the test content matched the Indonesian curriculum. As Hatch and Farhady (1982, p. 251) explained, content validity meant the test should cover a representative sample of the subject matter. Content validity concerned how well the test represented the material and was based on how the test looked. Therefore, the researcher designed tests based on the curriculum for first-grade senior high school students in Indonesia.

2. Construct Validity

Setiyadi (2013) stated that construct validity was needed for a test that had specific indicators to measure a certain skill or concept. The process involved finding out which factors affected test performance through experiments. In this study, the researcher assessed students' writing skills using the scoring criteria by Jacobs et al. (1981), which included content, organization, language use, vocabulary, and mechanics. The construct validity of the test included these aspects.

3.8 Reliability

Gay (2000) stated that reliability was the degree to which a test consistently measured the same thing. It showed how well a test could produce similar results when given to the same subjects on different occasions. This consistency was crucial. A student's score was made up of both correct and incorrect parts. Reliability helped identify the error portion of the score, as different tests had different sources of error. In this study, the researcher used the writing aspects from Jacobs et al. (1981) as the scoring rubric to evaluate students' writing.

The researcher used inter-rater reliability to ensure consistent data. This meant both raters used the same scoring rubric. Inter-rater reliability was used when the score on the test was independently estimated by two raters. In this case, the first rater was the researcher and the second was an English teacher at SMA 2 Muhammadiyah Bandar Lampung.

To measure how reliable the scoring was, this study used Rank-order Correlation with the formula:

$$P = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

With the following explanation:

P = coefficient of rank order

d = difference of rank correlation

N = number of students

1-6 = constant number

(Hatch and Farhady, 1982, p. 206)

The reliability coefficient can be analyzed with the reliability standard proposed by

(Arikunto, 1998, p. 260) below:

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 (ranges from 0.80 – 0.100)

After calculating the result of students' descriptive writing, the data were calculated by the researcher by using the formula above (see appendices). The result of the reliability could be seen in the following tables:

Table 3.2. The Result of Reliability

Reliability	Pre Test	Post Test
	0.650	0.677

Based on the reliability standards mentioned above, the writing test demonstrates a high reliability (with a range between 0.60000 and 0.79000). This indicates that there was no subjectivity in scoring students' writing between the researcher and the English teacher.

3.9 Data Analysis

The data in this research was in form of scores. In order to get the results of this research, the data would analyzed by using some steps as follows:

1. Scoring the students' writing worksheet of the pre-test and the post-test.
2. Putting the scores from students' worksheet into the table in appendix
3. Comparing the average score (mean) of the pre-test and post-test.

The statistical formula for counting the average score was as follows:

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

With the following explanation:

Md = mean relates to total score

Σd = total students' score

N = the number of students

4. Drawing the conclusion to answer the research question. The conclusion is developed from the result of statistical computerization that is repeated measure T- test in SPSS. It can be stated that the formula of the mean was used to find out whether there was an increase of students' descriptive writing. Meanwhile, this research was intended to find out whether the data were normally distributed or not by using normality test (SPSS 30.00). One-Sample Kolmogorov Smirnov Formula was used by the researcher to analyze the normality of the data.

The criteria or normal distribution are:

H0: the distribution of the data is normal

H1: The data distribution is not normal.

The hypothesis is accepted if the result of the normality test is higher than 0.05 (sign > α). In this case, the researcher used the level of significance of 0.05. To find out whether the data were distributed normally or not, test of normality was used as follows:

Table 3.3. Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.170	24	.072	.940	24	.159
Posttest	.095	24	.200*	.964	24	.529

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From table 3.3, it can be seen that the value of normality test in the pre-test (0.159) and the value of normality test in the post-test (0.529) is higher than 0.05. It could be concluded that H0 is accepted. In other words, the data of the pre-test and the post-test are distributed normally.

3.10 Hypotheses Testing

The Hypothesis is “There is an improvement in students’ writing ability in descriptive text after they have been taught by using peer feedback”.

In this study, the researcher used hypothesis testing to determine whether the implementation of peer feedback significantly improved students' writing ability in descriptive text.

The hypothesis is analyzed using Paired Sample T-Test of Statistical Package for Social Science (SPSS). The hypotheses are as follows:

H0: The average pretest score is higher or equal to the average posttest score, after the implementation of Peer Feedback using to improve students' writing skills in descriptive texts (If Sig. > 0.05, then H0 is accepted).

H1: The average posttest score is higher than the average pretest score after the implementation of Peer Feedback using to improve students' writing skills in descriptive texts (If Sig. \leq 0.05, then H1 is accepted).

3.11. Schedule of the Research

During the implementation, this research took five meetings, i.e., the pre-test, the first treatment, the second treatment, the third treatment, and the post-test. To be more specific, the table below describes the administration of the research.

Table 3.4. Table of the Research

Meeting	Activity	Description
1 st meeting August 29 th , 2025	Pre-test	Giving a first test about descriptive text.
2 nd meeting September 12 th , 2025	Treatment 1	Giving a peer feedback about descriptive text.
3 rd meeting September 19 th , 2025	Treatment 2	Giving a peer feedback about descriptive text and revising students' draft.
4 th meeting September 26 th , 2025	Treatment 3	Giving a peer feedback about descriptive text and revising students' draft.
5 th meeting	Post test	Giving final test about

October 3rd, 2025		descriptive text.
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This chapter covers such as research design, data source, population, sample, data collecting technique, scoring criteria, instrument, validity, reliability, data analysis, hypotheses testing and schedule of the research.

V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers and further researchers.

5.1 Conclusion

Based on the results of this study, some main conclusions can be made about using peer feedback to improve students' writing ability in descriptive text, as explained below:

- 1) The research shows that peer feedback is an effective tool for improving students' writing ability in descriptive texts, with noticeable progress in content, organization, language use, vocabulary, and mechanics. The greatest improvement occurred in content ($n\text{-gain} = 0.23$), as peer feedback helped students add more vivid and detailed descriptions, making their writing clearer and more engaging. Organization improved as well, since students learned to arrange their descriptive details logically after receiving feedback. Language use became more accurate, with students correcting grammatical errors guided by their peers' suggestions. Vocabulary expanded as peer feedback encouraged the use of more precise and varied words. Mechanics, including spelling and punctuation, showed improvement, although to a lesser extent, as students became more aware of these aspects through their peers' corrections. Peer feedback supports writing growth by allowing students to review and refine their work, enhancing their ability to describe effectively, organize ideas, and improve overall writing skills progressively.
- 2) The most improvement is in the content aspect because peer feedback helps students generate and develop ideas more effectively. Its visual organization allows students to brainstorm thoroughly, expand on their thoughts, and create

detailed and meaningful writing. This helps them produce richer, more coherent, and well-developed content in their descriptive texts.

- 3) The implementation of peer feedback could improve students' writing ability in descriptive text. It is because peer feedback helps by visually organizing ideas and breaking down the key events. This makes it easier for students to outline what happened first, next, and last, reducing confusion and creating a clear structure. Peer feedback encourages brainstorming, allowing students to jot down all their ideas before they start writing.

This study shows that peer feedback helps improve students' writing abilities in descriptive texts. The biggest improvement was in content, as it helped students generate ideas, expand on them, and create detailed and meaningful writing. Mechanics showed the second biggest improvement, with peer feedback helping encouraged students to use better words and make fewer mistakes. Language use/grammar also improved, as it helped students build sentences, use different grammar, and connect ideas clearly. Vocabulary showed smaller improvement, though students benefited from the clear structure provided by peer feedback. Organization showed the third improvement, with peer feedback helping students arrange their ideas and events in a logical order though students benefited from the clear structure provided by peer feedback. To further researchers to enhance vocabulary, additional practice and targeted activities may be needed. Peer Feedback also made students more engaged and excited about writing.

5.2 Suggestions

In reference to the conclusion above, the writer gives some suggestions as follows:

1. Suggestions for English Teachers

- a. The researcher suggests that English teachers of the class apply peer feedback as an alternative way in teaching writing especially descriptive text. Peer feedback not only helps the students to improve students' writing in descriptive text but also increases the students' participation in the classroom.

b. Obviously, the students' scores were still low in the vocabulary aspect. To improve vocabulary, English teachers could focus on providing more practice with word choice, synonyms, and context-appropriate language. Teachers might encourage students to use vocabulary journals or digital tools to expand their word knowledge and usage. Additionally, activities like word games, synonym matching, and vocabulary quizzes can help strengthen students' lexical skills. Peer discussions and group activities can also give students opportunities to share new words and expressions, helping them become more confident and precise in their vocabulary over time.

2. Suggestions for Further Researchers

a. This study was conducted in a senior high school. Therefore, further researchers can try to find out the effect of using peer feedback at different levels of school, such as in junior high schools or elementary schools, to see if the strategy is equally effective for younger students. They could also explore its impact on various subjects, such as science or history, to determine if peer feedback benefits writing skills across different disciplines.

b. Further researchers can explore the use of peer feedback to enhance students' abilities in writing other types of texts, such as narrative or argumentative texts. Peer feedback may help students organize their ideas and create a clear structure for these different writing genres.

c. Further researchers could investigate the impact of peer feedback on students' reading comprehension. By creating peer feedback based on the key information from a text, students may better understand the main ideas, relationships, and supporting details. This strategy could be particularly useful for analyzing complex texts and improving retention of information.

d. Peer feedback can also be tested as a tool to help students with their speaking skills for further researchers. It can be used to organize ideas before a speech or presentation, helping students outline key points, examples, and supporting details. This could reduce students' anxiety and improve their confidence when speaking in front of an audience.

Those are the conclusion of this study after using peer feedback, also the suggestions for both English teachers and further researchers.

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