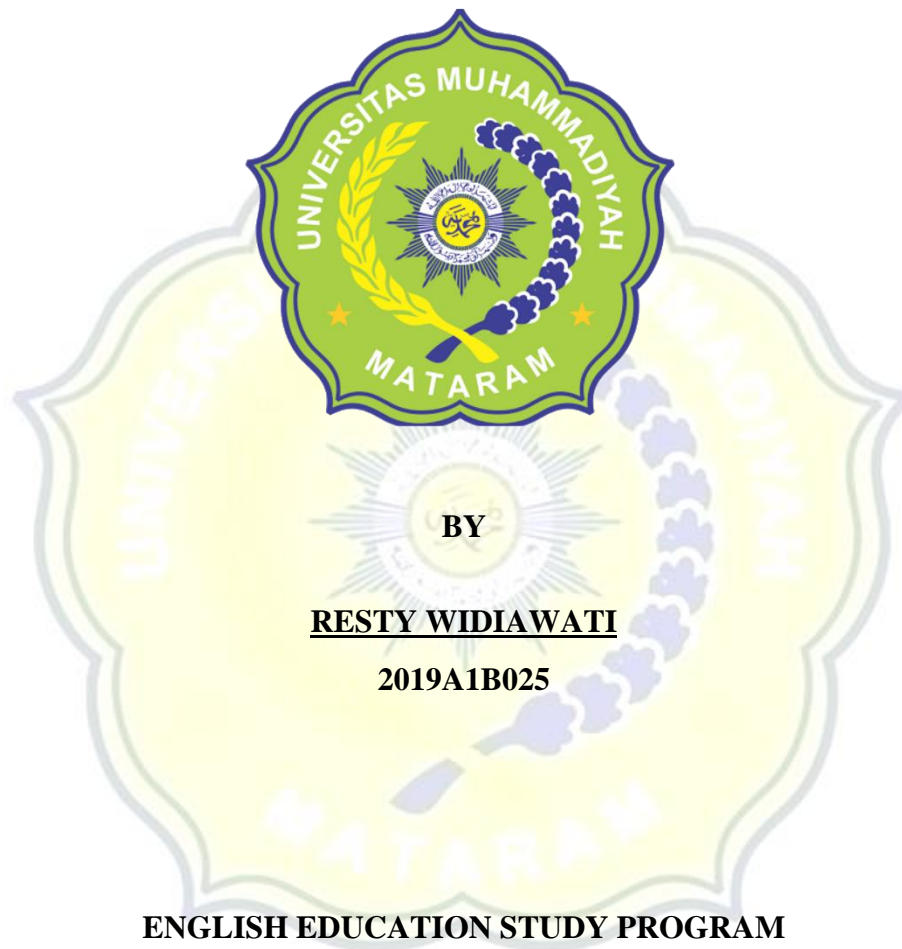


**THE IMPACT OF PEER REVIEW TECHNIQUE ON STUDENTS'**

**WRITING SKILL**

Presented as A Partial Fulfillment of the Requirement for the Bachelor's Degree

in English Language Teaching



**ENGLISH EDUCATION STUDY PROGRAM**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**MUHAMMADIYAH UNIVERSITY OF MATARAM**

**YEAR 2023**

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“ THE IMPACT OF PEER REVIEW TECHNIQUE ON STUDENTS’  
WRITING SKILL”

A Thesis by : Resty Widiawati

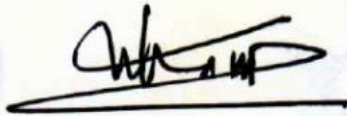
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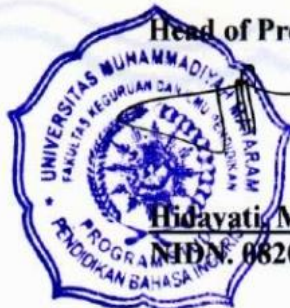
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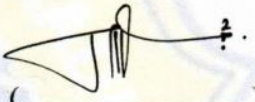

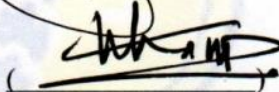
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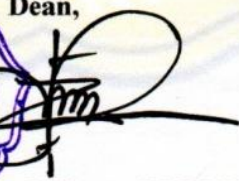
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Mataram, 30 December 2022

The Researcher



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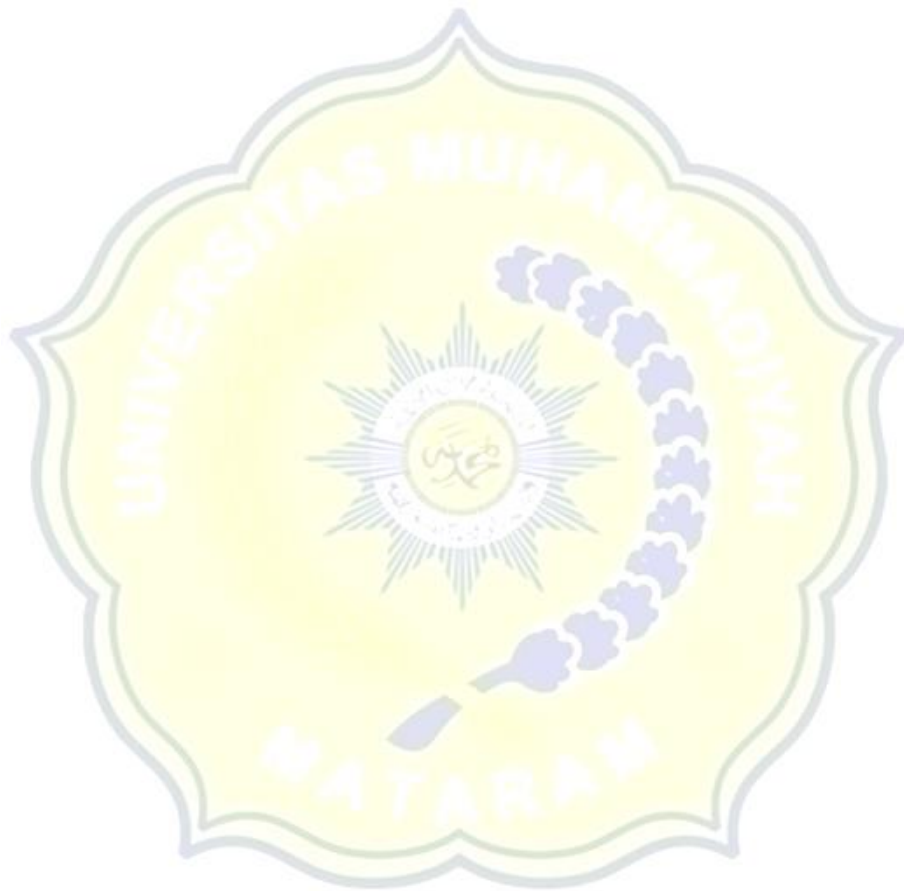
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## MOTTO

**"If it's good, do it. If it's not, leave it. Don't make trouble."**

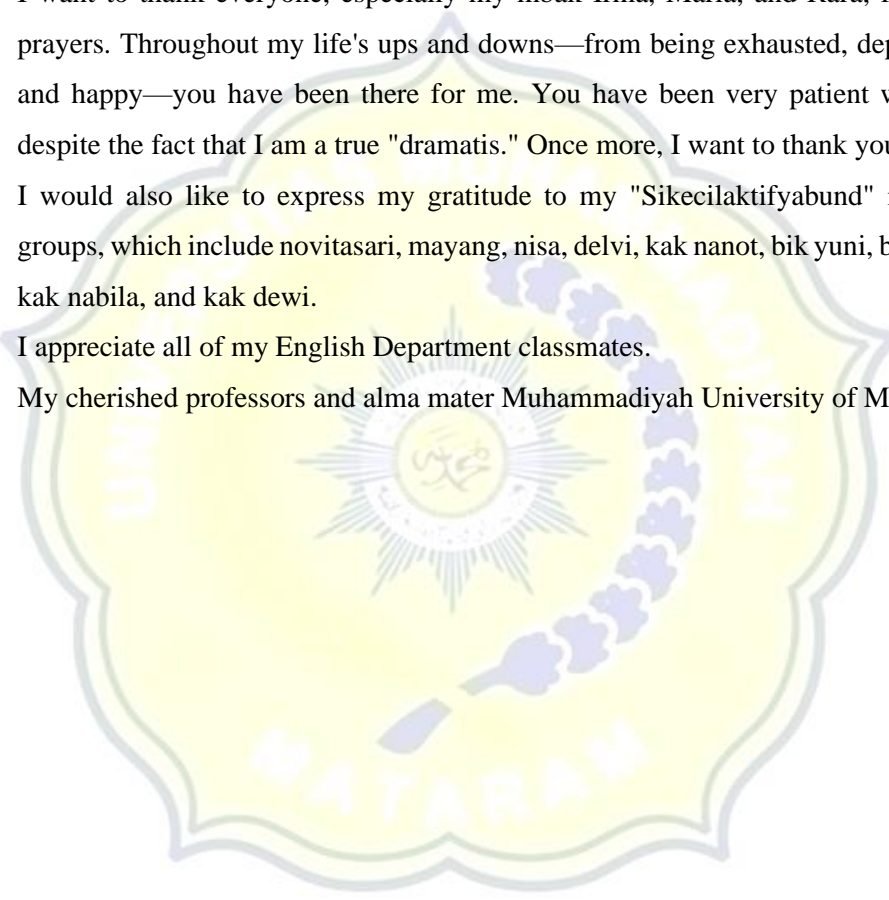
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## DEDICATION

### **This thesis is dedicated to:**

1. I am able to be here because to the love, prayers, and support of my devoted parents, Abdul Haris S and Siti Sahoda. I appreciate you being my hero always.
2. Many thanks to my sisters and brother, kak tya, adek dela, adek delima, abang zikri, and adek syifa who continuously pray for me and are at my side.
3. I want to thank everyone, especially my mbak Irma, Maria, and Rara, for their prayers. Throughout my life's ups and downs—from being exhausted, depressed, and happy—you have been there for me. You have been very patient with me despite the fact that I am a true "dramatis." Once more, I want to thank you guys.
4. I would also like to express my gratitude to my "Sikecilaktifyabund" in arms groups, which include novitasari, mayang, nisa, delvi, kak nanot, bik yuni, bik yeni, kak nabila, and kak dewi.
5. I appreciate all of my English Department classmates.
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1. Drs. H. Arsyad Abd. Gani, M. Pd., as the Rector of Muhammadiyah University of Mataram .
2. Dr. Muhammad Nizaar, M. Pd.Si., as the Dean of the Faculty of Teacher Training and Education.
3. Hidayati, M. Hum., as the head of the English Education Department.
4. Dr. Ilham, M. Pd., as the first consultant, and Irwandi, M. Pd as the second consultant for the encouragement and advice for the completion of this thesis.
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7. Lastly, I'd want to thank everyone who helped the researcher but whose names couldn't be mentioned individually.

Finally, none or nothing is perfect, and neither is in this thesis. Any correction comments and criticism for the betterment of this thesis are always open-heartedly welcome.

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**Desember 2022**

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Resty Widiawati, 2023 **THE IMPACT OF PEER REVIEW TECHNIQUE ON STUDENTS' WRITING SKILL** Thesis: Mataram Muhammadiyah University of Mataram

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### **ABSTRACT**

In order to help junior high school students become better writers, this study will examine the potential efficacy of peer review procedures. Statistical quasi-experimentation is the method used in this investigation. 30 pupils from class VII at SMPN 1 Labuapi West Lombok junior high school are taking part. Two experimental and control groups are randomly selected from them. While the control group asks students to produce descriptive writings based on the themes the teacher provides, the experimental group utilizes a peer evaluation method, while the control group uses a self review method. Two months pass while the trial is running. Pre- and post-testing for writing abilities is used to gather data. The results shows that the p-score is  $0.000 < 0.05$ , so  $H_0$  was rejected and  $H_a$  is accepted, which means that there is a difference between the post test experiment and post test control scores. it can be seen that in group statistic which the post test control has score 79,17 that's mean the value is smaller than the post-test experiment with the is 95,60 This shows that the writing ability of students in the experimental group increased more than those in the control group. Also, those who engage in peer review methods to write more and enjoy writing. It concludes that peer review increased students' writing skill.

**Keywords:** *Peer review technique, writing skills, teaching writing*

Resty Widiawati, 2023 **THE IMPACT OF PEER REVIEW TECHNIQUE ON STUDENTS' WRITING SKILL** Thesis: Mataram Muhammadiyah University of Mataram

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### **ABSTRAK**

Untuk membantu siswa sekolah menengah pertama menjadi penulis yang lebih baik, penelitian ini akan menguji potensi kemandirian prosedur peer review. Eksperimen semu statistik adalah metode yang digunakan dalam penyelidikan ini. Sebanyak 30 siswa kelas VII SMPN 1 Labuapi Lombok Barat mengikuti kegiatan tersebut. Dua kelompok eksperimen dan kontrol dipilih secara acak dari mereka. Sedangkan kelompok kontrol meminta siswa untuk menghasilkan tulisan deskriptif berdasarkan tema yang diberikan guru, kelompok eksperimen menggunakan metode evaluasi teman sebaya, sedangkan kelompok kontrol menggunakan metode self review. Dua bulan berlalu saat uji coba berjalan. Pre-dan post-testing untuk kemampuan menulis digunakan untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa p-score  $0,000 < 0,05$ , maka  $H_0$  ditolak dan  $H_a$  diterima, yang berarti ada perbedaan antara skor post test eksperimen dan post test control. dapat dilihat bahwa pada statistik kelompok yang post test control memiliki skor 79,17 yang berarti nilai tersebut lebih kecil dari post test eksperimen dengan nilai 95,60 Hal ini menunjukkan bahwa kemampuan menulis siswa pada kelompok eksperimen meningkat lebih dari pada kelompok eksperimen. dalam kelompok kontrol. Juga, mereka yang terlibat dalam metode peer review untuk menulis lebih banyak dan menikmati menulis. Disimpulkan bahwa peer review meningkatkan keterampilan menulis siswa.

**Kata Kunci:** *Teknik peer review, keterampilan menulis, pengajaran menulis*



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## CHAPTER I

### INTRODUCTION

This chapter presents the research background of the study, the statement of the problem, the objectives of the study, the significance of the study, and the scope of the study.

#### 1.1 Background of the Research

Writing is a language skill that students learning English need to learn. Students of Second-language English learners should be taught writing for skill development, language reinforcement, learning preferences, and—most importantly—as a fundamental skill. Both higher education and the world of work that follows place a premium on writing abilities. (Kellogg and Raulerson 2007). The teacher's role was to be non-directive, facilitating writing through an encouraging and cooperative environment with hardly interference while writing is recognized as a skill that was generally learned, not taught. (Helmi 2012).

For many EFL students, especially those from Indonesia, writing is a tricky problem. There really are occasions when students struggle when learning how to write whether they lack vocabulary or have issues employing the suitable tenses. (Ilham, Musthafa, and Yusuf 2020); (Helmi 2012); (Ilham 2022). Writing requires responsibilities for self-monitoring during the planning, drafting, and Correction,



editing, and publishing are done (Cresswell 2000). Given that it can be challenging for EFL students to exercise independent judgment in determining the caliber of their work. For self-monitoring, outside assistance is required. Feedback is when someone receives assistance from others during the writing process.

According to Hu (2005), a useful component of writing is peer review. The benefit is that it inspires cooperative learning among the students. Additionally, it addresses the issue of pupils who respond to instructor comments in a supportive manner. (Bijami, Kashef, and Nejad 2013). Therefore, peer review is therefore less authoritative than teacher review and encourages students to consider their peers and teachers as collaborators rather than as judges. Peer review is a tried-and-true method for raising pupils' writing standards (Baker 2016). To assist in the learning process of producing written material, students will require direction from their teacher on what to look at when they read their classmates' work. Peer Review involves reacting with appreciation and good feedback to your peers" writing. It is a crucial component since it can help students understand the importance of thinking about their audience when writing and revising, as well as make them more aware of issues with their writing and self-assured when it comes to fixing errors. It is a simple approach that is thrilling to use and doesn't need a lot of time or money to prepare or complicated qualities. Students will gain knowledge on how to correct

their classmates by requesting peer review "understanding their own errors in writing. With the use of this method (Helmi 2012).

In the study of English, peer review has various benefits for students. For students, it improves their comprehension of instruction (Beckman 2004). Peer review of student writing enhances learning by fostering critical thinking and self-reliance in learners (Bijami, Kashef, and Nejad 2013). Peer tutoring improves students' comprehension of writing strategies, fosters teamwork, equips them to edit their writing within a set time frame, and encourages them to respect their peers' ideas (Davis 2003). Online peer feedback has demonstrated some general advantages over face-to-face peer feedback, including promoting interactive textual interchange, boosting student participation, and leading to more modifications of students' (Li and Li 2017). Peer review has many benefits outside just allowing a wide spectrum of scientific knowledge to be considered when deciding whether to grant a permission (Kyler 2001). Writers who were at ease with the peer review process being completely anonymous and who valued candid criticism. Some students, however, claimed that because the reviewers' identities were concealed, they were unable to request more explanation. Peer review encourages student autonomy in learning, is helpful for linguistic and cognitive development, and is

fun socially and academically (Chang 2016). Peer review has proven to be a potent evaluation tool that offers various advantages over traditional methodologies, including improving students' potential for skill development and gaining self-direction (Serrano-Aguilera et al. 2021). They advocated for individual study. Peer evaluation cuts down on reliance on "the experts," which may be beneficial in other learning situations and the job (Conde et al. 2017). Considering the based on culture assumptions around teaching and learning might effect their responses to peer review, as well as whether peer preview would be a suitable sociocultural educational approach in their home country (Hu and Lam 2010). Peer review has proven to be a potent evaluation tool that offers various advantages over traditional methodologies, including improving students' potential for skill development and gaining self-direction (Serrano-Aguilera et al. 2021).

The findings of a study conducted with junior high school students in grade VII revealed teaching strategies that would pique students' interests and help them become better writers. Peer review is the process used here. Referring to the example above, the peer review technique will be particularly beneficial for students in boosting their enthusiasm in learning to write and helping to address the issue of writing skills (Purna 2002). Students at SMPN



1 Labuapi have comparable difficulties with their writing abilities. According to the teacher's observations at SMPN 1 Labuapi, the kids had a problem with their writing abilities. In general, they lacked ideas and had trouble finding the right words or terminology to use. Furthermore, they struggle to combine sentences into paragraphs. The findings of a study conducted with junior high school students in grade VII revealed teaching strategies that would pique students' interests and help them become better writers. Peer review is the process used here. Referring to the example above, the peer review technique will be particularly beneficial for students in boosting their enthusiasm in learning to write and helping to address the issue of writing skills (Purna 2002). Students at SMPN 1 Labuapi have comparable difficulties with their writing abilities. According to the teacher's observations at SMPN 1 Labuapi, the kids had a problem with their writing abilities. In general, they lacked ideas and had trouble finding the right words or terminology to use. Furthermore, they struggle to combine sentences into paragraphs.

Several research studies show that feedback on writing helps EFL students modify their essays to a better (e.g. Cahyono & Amrina, 2016; Huisman et al, 2018; Yuce & Atac, 2019), for example, investigated the effectiveness of peer feedback and self-correction based on guideline sheets on

the writing ability of the Indonesian EFL students. The results showed that peer feedback and self-correction based on guideline sheets positively affect the writing. In line with Cahyono & Amrina (2018), Huisman et al (2018) peer feedback on scientific language, peer feedback responsibilities within undergraduate students, peer feedback perceptions, and essay performance were all evaluated. The findings of this research showed that students generally improved their writing from the first draft to the final essay, and that both peer feedback givers and recipients also did so after receiving feedback on all elements of the assignment. Peer criticism was typically given on aspects of the essay's style and content; it was less common to receive input on the structure of the essay. Peer feedback takes the form of analytical, evaluative, and explanatory comments as well as revision recommendations. Peer feedback significantly increases students writing performance. The result of (Yüce and Ataç 2019) study strengthened the finding that peer editing in EFL writing classes and peer editing can be implemented as an effective way to enhance students' writing skills. Peer editing positively impacts learner autonomy, cooperation, motivation, and teamwork in the classroom.

Therefore, Peer Review is an appropriate technique to improve students writing skills. Peer review techniques are prevalent and have been applied in different contexts (Conde et al. 2017). Peer review is one of the techniques in teaching writing. It is very important in the writing process. Peer review is an activity in students' writing process to respond to each other's writing. Using this peer review technique is very helpful for students to improve their Written work because this technique allows students to learn more with their classmates by exchanging ideas.

In this research, the researcher focused on the peer review technique and the impact of writing skills. By using the peer review technique, the researcher believes that students' interest in learning to write will increase, and they will be motivated to improve their writing in English with great confidence. Therefore, the researcher decided to take "The Impact of Peer Review Technique on Students' Writing Skill."

## **1.2 Statement of The Problem**

1. Do teaching students writing skills have any impact after using the peer review technique?

### **1.3 The Objective of the Study**

The objectives of this study are established based on the aforementioned issues:

1. Does teaching writing skills to seventh-grade students at SMPN 1 Labuapi who were taught utilizing the peer review technique before and after therapy had a substantial impact?

### **1.4 The Significants of Study**

The results of this study are expected to be useful for the following:

1. Theoretically

The results from this research should improve the theory underlying the use of the peer review technique to writing abilities.

2. Pratical

The research results are expected to be useful not only theoretically but also generally for:

- a. Student

The peer review method will make pupils happy and enjoy themselves.

This method will help pupils become talented writers and master their writing talents if they are happy and enjoying it.



b. Teacher

In this study, the author hopes that English teachers know new knowledge and information about learning techniques using peer review to improve students' writing skills.

c. Further Research

This study might serve as a resource for scholars who wish to carry out additional research on the subject of imparting writing abilities using the peer review method.

### **1.5 Scope of the Study**

1. This study is about the impact of the peer review technique on students' writing skills.
2. The class VII students in SMPN 1 Labuapi during the academic year 2022/2023 participated as the researcher's subjects.
3. The material is a descriptive text about pets, vocation place and school place.

### **1.6 Determination of Key Term**

The key term is the portion of a cover page that includes the critical legal details and definitions of this agreement that are not defined in the standard term.

1. **Peer Review** is for editors to help writers edit their articles and for reviewers to assess the quality of the study. It stands to reason that reviewers favor using the directed speech act to offer recommendations (Tan 2021). Additionally, peer review, which is sometimes referred to as peer feedback or peer response, is the process of exchanging drawings made by two or more learners in order to get oral, written, or a combination of oral and written comments (Chang 2016).
2. **Technique** is a systematic formula by which a task is accomplished.
3. **Peer Review Technique** techniques are very popular and have been applied in different contexts (Conde et al. 2017). Using the Peer Review Technique, the students are trained on how to be a good reviewer to give right suggestions and corrections (Setiyana 2017).
4. **Writing skill** is specialized skills that enable authors to meaningfully communicate their ideas and relate with the message (Utami 2012). The ability to write well aids the learners in developing their writing's individuality, ease of understanding, fluency, and creativity.
5. **A rubric** is an examination instrument that outlines the performance requirements for each criterion in order to receive a grade or certain results. (Muhammad et al. 2018). Rubric for scoring guide used to evaluate performance, a product, or a project.

**6. Peer Review Technique in Teaching Writing** is only one approach, therefore educators must try to ensure that their students gain from peer critique rather than simply using it to hone their editing skills (Yalch et al. 2019). Includes student engagement in the teaching practice of peer review technique.



## **LITERATURE REVIEW**

### **2.1 Related Studies**

#### **2.1.1 Previous Study**

In a number of previous research (Purna, 2018; Setiana et al., 2014; Kustanti & Yuhardi, 2014), the influence of peer review procedures on students' writing skills was examined. The findings indicated that the peer review technique has a good effect on students' writing abilities.

In accordance with previous study, such as "The Impact of Peer Review on EFL Writing Skills," by Darmawulan Purna (2018). Finding peer reviews was the study's main objective. This study used two experimental and control groups in a quasi-experimental design. Written tests and questionnaires were utilized by the researchers to gather data for this study. A pre-test plus a post-test make up the written exam. The researchers then present a variety of themes for students to select from and further explore. A student's initial capabilities are evaluated using pre-tests, and their writing abilities are evaluated using post-tests after getting writing instruction. Researchers used the following scoring method based on the following to grade the students: (Gay, 2016).

Student writing improved in the experimental group after developing assessment skills. The frequency the percentage of students' pre- and post-test scores attest to this. When using peer review procedures in an experimental group, students did better in the writing class than they had



before the therapy. Peer review was also used in this study as an efficient method of enhancing students' writing abilities. In comparison to the post-test averages of the students in the experimental and control groups, this is significantly different. After obtaining coaching to strengthen their writing skills, students' writing abilities were tested. Student writing increased in the experimental group after the peer review technique was used to create previously conducted assessment skills. As a results, this study found that peer review was a useful method for enhancing students' writing abilities. The mean post-test results of the experimental and control groups of students demonstrate that there is a substantial difference in this.

Additionally, in their study titled "The Effectiveness of Peer Review to Teach Writing Viewed From Students' Motivation," Leni Setiana et al. (2014). Find peer review was the aim of the study. An application of experimental research is this study. In this investigation, a factorial design was adopted. then two, then two courses. The control class was taught using a thought-pair sharing technique, while the experimental class was taught using a peer-review technique. In this case, the research assistants sample the entire population using the cluster approach to create the sample. He chose two classes from four sample

classes after taking samples from two of them. Students are required to produce a descriptive text as part of the exam. After the experimental group received treatment or was taught using peer review, tests were given to the students with the control group in mind.

Additionally, the researchers in this study used test writing. The research results thus demonstrate a major distinction between teaching writing through peer review and writing through think-pair sharing, which is the exam. Teachers give out a list of papers and let students go back and edit others. Some tips for writing properly are provided in this tutorial. The majority of students are unable to critique or offer modifications to the writing of their peers. Students acquire the knowledge necessary to be effective peer reviewers who can offer suggestions and corrections by using peer review strategies. Students collaborated on writing it with their friends using the think-pair-share process. Some mistakes were made in this activity where the kids were writing with their pals. Since students can complete it alone, writing about this activity may be laborious.

Thus, Martin Kustanti and Yuhardi (2014) found in their study "The Effect of the Peer-Review Technique on Students' Writing Ability." Finding peer reviews was the study's main objective. This study used experimental research. In this study, two groups were split into experimental and control groups.

In comparison to control group, which received the teacher's customary written evaluation, the experimental group accepted instruction using the peer review method. A T-test was employed to compare and examine the outcomes of the post-test rankings for the two groups. In order to devise out how the students felt about the usage of domestic workers, surveys were also given out to groups participating in the studies. The researcher gathered writings from the portfolio appraisal procedure in addition to the experimental group's data to complete the picture. following a written exam given to both the experimental c and the control class students. In the experiment group students' writing abilities and motivation improved significantly as a result of the usage of domestic help, according to the results. Despite this, traditional teacher feedback has significantly reduced the negative effect of correction/criticism from the teacher on student scores.

Accordance to the results of multiple earlier research, the Peer Review Technique helped students' writing abilities. (1), in earlier research by

Darmawulan Purna. Writing descriptive text was the main emphasis of this study. It is crucial to understand that teachers and students each have a specific role while teaching descriptive text and peer review for EFL writing skills. Holding tactics are crucial for kids' academic performance, making students' writing abilities problematic and in need of development. (2) in studies that Arina Hafadhotul Husna has previously undertaken. Two instructional strategies were the subject of this study. Peer review and think pair share strategies are those methods. The fact that this researcher employs two teaching strategies sets it apart from the researchers mentioned before. While the researchers mentioned above only employed one method, namely peer review. Additionally, these researchers differ in that they indicate that peer review methods are more successful at boosting students' writing motivation. (3) Martin Kustanti & Yuhardi's earlier research studies. This curriculum concentrated on writing and editing. Peer evaluation assists students in their writing process. The distinction between this research and the research mentioned before is that this research explains peer feedback, reaction, and editing in addition to peer review. The study also addresses typical teacher feedback, which has a detrimental effect on enhancing students' motivation and writing. Not only that, but this study demonstrates how the peer review process enhances students' writing and motivational abilities



## **2.2 Nation of Writing**

### **2.3.1 Stipulation of Writing**

In accordance to Brown & Lee (2015), writing is a language where writing merely serves as a representation of spoken performance, which is quite similar to writing. Writing products frequently come through a process of planning, gathering, and editing that calls for specialized abilities that not every speaker is born with. In addition, to Jayanti (2019) we can convey our thoughts, feelings, and opinions using written language, which is another communication tool that can aid in our socializing. Writing further is the suitable and accurate translation of ideas into words on paper. Both the industry and school make great use of writing. (Nasution and Siregar 2013). Moreover, the fundamental linguistic structures underlie both speech and writing. The writing system of human visual communication makes use of signs or symbols that are conventionally connected to linguistic meaning or sound units and are recorded on materials like paper, stone, or clay.

In pursuance of Lestari et al (2015), Learning to write well is challenging. It necessitates active thought during a continual creative process in which

ideas and thoughts are converted into written communication. Students are encouraged to write honestly and to think of producing a document that demonstrates originality and individual expression as the primary goal of their writing by teachers who value expressionism (Randaccio 2013). Fundamentally, writing is viewed as a result of the writer's command of grammatical and lexical information, and writing progress is thought to arise through copying and manipulating models given by the teacher (Hyland 2003).

In addition, Onozawa (2010) argues that one of the key communication abilities is writing. The majority of the time, kids work independently without talking to one another. Therefore, including speaking in a class that focuses on writing gives students possibilities if they are given time to talk with their classmates about their goods. Not only to express their own viewpoints, but also to reflect on what they have written or what they want to write by exchanging ideas. It is believed that writing serves to reinforce speech habits (Yi 2009). Additionally, writing serves as a form of socializing that enables us to express our thoughts, feelings, and opinions (Jayanti 2019). In order to

communicate effectively, we need to order our words and ideas on the page in ways that make sense to a reader.

Moreover, the definition of writing includes conveying one's thoughts, ideas, or feelings so that others can understand them. It implies that the learning outcome is the only thing that is considered when teaching writing (Indrilla 2018). Farther, Ayu and Zuraida (2020) mentioned that writing involves engaging in a variety of related actions, such as setting goals, producing ideas, creating a draft, and so forth. To achieve the purpose of writing itself, these activities must be effectively handled. The writing abilities of students can be enhanced through group writing.

The process before actually writing is known as the writing process. (2004) advises breaking down the writing process into four essential components. They are the stages of planning, writing, editing (reflection and revision), and the finished product.

### 1. Planning

They try to formulate their sentences before they begin to write or type. Three key factors need to be considered by writers when planning.

They must first think about the aim of their writing because it will affect not just the kind of text they want to create but also the language they use and the material they decide to include. Second, seasoned writers consider their target audience because doing so will affect the language they use as well as the way their writing is structured. Thirdly, authors must think about how to best organize the facts, thoughts, or arguments they have chosen to include in the work and the content structure of the essay.

## 2. Drafting

An article's initial draft is referred to as it. A text is frequently written in its initial draft with the intention of editing it later. Several drafts may be written before the final product is ready, as the writing and editing processes progress.

## 3. Editing (reflecting and revising)

After finishing a draft, authors usually read it over to identify the parts that work and the parts that don't. Other readers' (or editors') comments and recommendations can be helpful when reflecting and



modifying. A writer can improve a piece of writing by taking into account the feedback of other readers.

#### 4. Final versions

The final version is created by writers after they have edited and made the necessary modifications to their draft. Due to changes made during the editing process, something could differ greatly from the initial idea and the first draft. The author is, nevertheless, prepared to distribute the content to the target readership.

#### 2.3.2 Weightiness of Writing

In standpoint to Reid (2011) Writing is a competence in the language. We learned a few key points from it, including the following:

(a) Students should write down what the teacher or lecturer has said when explaining the lesson. (a) The requirement for strong writing skills when picking an academic field of interest. Writing is crucial for a variety of reasons, including (c) landing the job you want.

Additionally to Kiuahara et al. (2009) the observation that instructors in the social studies and science fields who felt they were more prepared said that writing was important to their preparation was further evidence of the

value of writing for teachers in these two subjects. Additionally, the significance of particular writing techniques, such as outlining and editing, as well as specific writing abilities, like proper handwriting, spelling, and sentence construction, in the growth of pupils as writers. (Graham et al. 2013).

### **2.3 Nation of descriptif text**

#### **2.3.1 Determination of Text**

A text conveys a set of meanings to the person who examines it. A text is the final result of writing. According to Jayanti (2019) ), the text consists of a work's original language and format. It indicates that a text is produced by grouping words together to convey meaning or a message.

Furthermore to Hyland (2005), texts are autonomous objects that may be evaluated and defined without the aid of a specific setting, researchers, or readers. Every text has a specific structure. By adhering to the rules that govern the proper placement of elements, they are orderly combinations of words, phrases, and sentences. Researchers can fully represent their intended meaning in terms of semantics.

### 2.3.2 Stipulation of Descriptif text

Descriptive text, according to Gerot and Wignell (1994:208), is a text that provides details on a certain person, place, or item. It indicates that specific information is frequently described in descriptive writing. To help with the identification, the description provides more specific information. It could be used to describe elements, traits, and qualities (Gerot & Wignell, 1994). Other variations of lexicogrammatical properties of descriptive text are mentioned by Gerot & Wignell (1994). Focusing on particular participants, using attributional and identifying techniques, and using the simple present tense are the three.

In besides to convey a positive image of the subject, students might utilize their imagination and perceptual sense in descriptive texts to make the reader hear, taste, smell, see, and feel certain things. Zulaikah et al., (2018). Descriptive writing, which refers to thoroughly describing a certain person, place, or thing, is always available to us when we need to describe anything or someone. Action (verbs) should take precedence over sensation in the descriptive paragraph (adverbs and adjectives). The vocabulary and general language structures of the description text are present. The author should put themselves in the position of the reader,

whose conception of the recorded events is entirely made up of text.

Jayanti (2019).

Furthermore, write to others to explain things like holidays, childhood homes, and the people we meet because we are social beings who want to share our experiences. We also use description to influence others to think or behave in certain ways: advertisers describe things to convince us to buy them; travel agents describe locations to persuade us to visit them; and real estate brokers describe houses to pique our interest in them. According to Jayanti (2019) By using description, we can amuse, express our emotions, relate the experience, educate, and persuade. Although it can be used for a number of things, description is most commonly emotive, hence it most often aids writers in conveying their perceptions. Humans have a strong urge to connect with one another by sharing our experiences.

## **2.4 Nation of Peer Review Technique**

### **2.4.1 Stipulation of Peer Review Technique**

When a student's writing needs improvement, peer review is a good strategy to assist them make the necessary corrections. This gives them the

chance to think back on their errors and get better at writing. Peer evaluation is beneficial for students in English language instruction in several ways. Students' understanding of instruction is improved. (Beckman, 2004).

Peer feedback on writing improves students' knowledge by providing opportunities to think critically and improve their autonomy (Bijami, Kashef, and Nejad 2013). Cooperative learning helps students improve their knowledge of writing strategies, fosters teamwork, empowers them to edit their writing more effectively, instills in them a respect for their peers' viewpoints, and gives them the tools they need to edit the text quickly. (Davis 2003). Online peer feedback has demonstrated some general advantages over face-to-face peer feedback, including promoting interactive textual interchange, boosting student participation, and leading to more modifications of students' writing (Li and Li 2017).

#### **2.4.2 Procedures of Using Peer Review Technique**

The peer review procedure was meticulously structured, according to Hyland (2004), in a number of ways. Third, rather than being judged on the quality of their submitted draft, students were evaluated on how well they performed during peer reviews.



According to Purna (2002), The researcher applied the treatments in experimental and control groups in accordance with the general steps listed below:

#### *Experimental Group*

1. The material concerning the descriptive text was introduced by the researcher.
2. The researcher identified prior knowledge by posing questions to the students on the subject matter.
3. The researcher gave a brief explanation of the purpose of the peer review approach to the students and gave one illustration of it as an illustration.
4. Educating students on the stages involved in learning to write for peer review before grouping them into peers.
5. Request that the students swap writing samples with their classmates as a pre-test for the worksheet. Then, have the students examine the worksheet with their classmates and identify and edit each other's writing.
6. For the experimental group, a lesson plan showed every step of the six meetings' procedures.

#### *Control group*

1. The material concerning the descriptive text was introduced by the researcher.

2. The researcher identified prior knowledge by posing questions to the students on the subject matter.
3. The researcher gave a brief explanation of the purpose of the peer review approach to the students and gave one illustration of it as an illustration.

### **2.4.3 Advantage of Using Peer Review Technique**

Peer review has several advantages that go far beyond just bringing a variety of scientific specialties to bear on the decision of whether to grant a permit (Kyler 2001). Writers accustomed to anonymous peer review appreciated the candid criticism from anonymous reviewers. However, other students argued that because the reviewers were anonymous, they were unable to request more explanation. Peer review encourages student autonomy in learning, is advantageous for language and cognition, and is enjoyable from a social and emotional standpoint (Chang, 2016). They are supporting self-directed learning. Peer evaluation decreases reliance on "the experts," which may be beneficial in other learning situations including the job (Conde et al. 2017). Whether peer preview would be a socioculturally appropriate instructional practice in their place of origin and how their culturally based expectations about teaching and learning would affect their

reactions to peer review (Hu and Lam 2010). Peer review has demonstrated to be an effective evaluation technique that delivers a variety of benefits. Peer review has proven to be an effective technique of evaluation that offers a number of benefits over traditional approaches, including encouraging students' ability to develop their skills and take charge of their own education (Serrano-Aguilera et al. 2021).

#### **2.4.4 Disadvantage of Using Peer Review Technique**

The use of peer review has some drawbacks, according to Hyland (2003a). According to them, Revision feedback is not permitted for students to use, It's possible that students don't prefer teachers' comments, Students might not agree with the usefulness of the comments or the reader's limited understanding. Because they don't want to hurt their friends' feelings, the pupils may not be willing to speak honestly to their peers (Kunwongse 2013). At the same time, the disadvantage was that the students only focused on their product than the process of writing. In addition, according to Muamaroh and Pratiwi (2022), disadvantages of receiving peer feedback. Peer feedback made students feel insecure about their work, and they were not happy if their friends supplied peer evaluation on their writings. It can be concluded that the disadvantages of using the peer review technique are that when the reader

has low knowledge, the students may prefer to need the teacher's feedback for their revision.

#### **2.4.5 Peer-Review Techniques in Teaching Writing Skill**

Writing is one of the important skills in English (Huy 2020). Through the expression of their knowledge, experience, and way of thinking, it can aid students in learning and improving their English. Writing is one action that involves putting thoughts, information, knowledge, or experience on paper and understanding what you've written so you can learn or share what you've learned ( Purna 2002). Writing activities motivate students to engage their ability to learn English. Most English students of a foreign language are not interested in writing because writing is such a difficult skill to be mastered.

In addition, students act as sources of knowledge for one another by commenting on and offering feedback on one another's drafts in both written and oral formats, just like a teacher, tutor, or editor would do (Bijami et al. 2013) . Additionally, peer evaluation is commonplace in first-year compositions. Peer review has long been regarded as a crucial procedure by composition teachers, in part because it ensures that writers go through a round of writing and revising and in part because they believe that writers

gain from receiving feedback and considering it. (Kustati and Yuhardi 2014).

Inquiring further about the advantages and disadvantages of different components of the peer review process is crucial, though, given the many ways that peer review is implemented in teaching writing. Theorists of social integration, like Vygotsky (2000), believe that learning entails the internalization of social interaction processes, which enables the learner to go from complicated to conceptual thinking, view this social contact and conversation with others as being essential for learning. Students have several opportunities to collaborate in groups or pairs to develop ideas, provide writing comments to one another, and edit and proofread one another's work through peer-review.



## CHAPTER III

### METHODOLOGY

The research process related to (1) research design, (2) study subject, (3) data collecting, (4) instrumentation, and (5) data analysis is covered in this chapter.

#### 3.1. Research Design

For the purpose of guiding and enabling the data collection and analysis in this study, a number of research methodologies are used in quantitative research. Creswell (2012) claims that quantitative research is a method for examining and comprehending how individuals or groups define a social or human issue. The research process entails new questions and techniques, data typically gathered in the participant's environment, data analysis inductively developing from specifics to general themes, and creating judgments of the significance of the findings.

Furthermore, the researcher used quasi-experimental nonequivalent control group design research. It is a kind of research that is carried out to explore the strength of relationships between variables. According to Nunan & Bailey (2009), By creating an environment where the strength of the relationship

between variables can be tested, the experiment is a method for testing a hypothesis. The goal of the strategy is to ascertain how peer review affects students' writing abilities. Additionally, the pre-, post-, and treatment tests were used by the researcher. To determine whether there is any difference between the experimental group and the control group's starting states, two groups are selected at random and then given a pre-test. Two classes were then chosen for this study: the control class and the experimental class that received treatment.

### **3.2. Subject of the Study**

A collection of people who have the same traits, according to Creswell (2012) A generalization about the population can be drawn from the sample since it is typical of the population. Students in junior high school made up the study's subject population. There were 30 pupils in each of the two courses that the researchers used for this study, class A and class B. 15 students from class A were assigned to the control group, while 15 students from class B were included in the experiment. All pupils served as the investigational subjects for this study. Random sampling was used in this study's sample selection process. It is a sampling approach that gives every component (number) of the population an equal chance to be chosen as a sample member. In random sampling, a representative sample

from a population gives the ability to generalize to a population, claims Creswell (2009).

### **3.3 Research Instrument**

The instrument was created prior to data collection. For data collection, the instrument follows a protocol (Creswell, 20014). A writing test was the tool. To gauge students' academic achievement, researchers employ a tool. Researchers can gather information in the form of a score from certain tests that can be used to identify, categorize, and develop test takers. A pre-test and a post-test were the two instruments the researcher employed. The pupils will be required to produce a descriptive text outlining school locations and pet holiday destinations. Students are expected to be able to create descriptive language after receiving treatment, thus they are given 40 minutes to write. The pre-test and post-test given to the experimental and control classes were identical. The topics are divided up for the students to choose from. For the test, each pupil selects a subject and composes a descriptive text.

### **3.4. Data Collection**

The written test results were used to collect the data. Before and after the investigation, quantitative analyses of the data sets were conducted (Creswell, 2011). The author administers a pre- and post-test writing exercise to gauge

students' proficiency in writing descriptively. Both the experimental and control classes will do the exercise. Writing descriptive writings was the subject of the pre-test and post-test, which they had previously researched. A topic is created by the author to describe a person, place, and animal.

### **3.5. Data Analysis**

Gay used a rubric scale to analyze the data after it had been gathered (2006). Scoring rubrics can be used to evaluate a wide range of subjects and activities and are frequently used when quality judgment is required (Moscal 2001). The most crucial step in exploring the data is data analysis. The data analysis, according to Creswell (2012), is an effort at the two databases from the information and results on the research problem. A comprehensive domain is also included in the ongoing process of assessment (Brown 2018).

<b>Range Score</b>	<b>Criteria</b>
85-100	Very Good
75-84	Good
65-74	Average
55-64	Poor
0-54	Very Poor

The following of students' ability to make descriptive text based on five aspect of writing:

Aspek	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% - Identification - Description	4	Identification is complete and description are arranged with proper connectives	2x
	3	Identification is almost complete and description are arranged with almost proper connectives	
	2	Identification is not complete are arranged with few misuse of connectives	
	1	Identification is not complete and description are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Veryfew grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 1,5%	4	Effective choice of words and word forms	1,5x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 1,5% - Spelling - Punctuation -Capitalization	4	It uses correct spelling, punctuation, and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	
<b>Total</b>			<b>100</b>

$$\text{Score} = \frac{3C + 2O + 2G + 1,5V + 1,5M}{100} \times 100$$

Adapted from Brown, 2007



