

The Influence of Peer Feedback on Writing Skills Development in English as a Second Language at SMP Negeri 18 Pulau Morotai

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ABSTRACT

This study aims to investigate the influence of providing peer feedback on the writing skills of eighth-grade students at SMP Negeri 18 Pulau Morotai in the subject of English as a second language. The study employs a quantitative approach with a pre-experimental design of the one-group pretest-posttest type. The sample consisted of 20 students selected purposively. The main instrument used was a writing test assessed using an analytic rubric. The scoring rubric includes five essential aspects: Content (relevance and completeness of ideas), Organization (flow and coherence of ideas), Vocabulary (accuracy and variety of word choice), Grammar (correct sentence structure), and Mechanics (use of spelling, punctuation, and capitalization). Each aspect is scored from 1 to 4, allowing for an in-depth evaluation of students' writing ability before and after the treatment. The analysis results show that the average pretest score was 8.65, which increased to 12.70 in the posttest. The Shapiro-Wilk normality test indicated that the data were normally distributed. The paired samples correlation test showed a correlation value of 0.662, and the paired samples t-test indicated a significant difference between the pretest and posttest results, with a t-value of 8.371 and a significance level of 0.001 ($p < 0.05$). Thus, it can be concluded that providing peer feedback has a significant effect on improving students' writing skills, as reflected in the increased scores across all five aspects of the assessment rubric.

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ABSTRACT

Penelitian ini bertujuan untuk menyelidiki pengaruh pemberian peer feedback terhadap keterampilan menulis siswa kelas VIII SMP Negeri 18 Pulau Morotai pada mata pelajaran Bahasa Inggris sebagai bahasa kedua. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimen jenis one-group pretest-posttest. Sampel penelitian terdiri dari 20 siswa yang dipilih secara purposive. Instrumen utama yang digunakan adalah tes menulis yang dinilai menggunakan rubrik analitik. Rubrik penilaian mencakup lima aspek utama: Konten (relevansi dan kelengkapan ide), Organisasi (alur dan koherensi ide), Kosakata (ketepatan dan variasi pilihan kata), Tata Bahasa (struktur kalimat yang benar), dan Mekanik (penggunaan ejaan, tanda baca, dan huruf kapital). Setiap aspek dinilai dengan rentang skor 1 hingga 4, sehingga memungkinkan evaluasi mendalam terhadap kemampuan menulis siswa sebelum dan sesudah perlakuan. Hasil analisis menunjukkan bahwa rata-rata skor pretest adalah 8,65, yang meningkat menjadi 12,70 pada posttest. Uji normalitas Shapiro-



Wilk menunjukkan bahwa data berdistribusi normal. Uji korelasi paired samples menghasilkan nilai korelasi 0,662, dan uji paired samples t-test menunjukkan adanya perbedaan signifikan antara hasil pretest dan posttest, dengan nilai t sebesar 8,371 dan tingkat signifikansi 0,001 ($p < 0,05$). Dengan demikian, dapat disimpulkan bahwa pemberian peer feedback memiliki pengaruh signifikan dalam meningkatkan keterampilan menulis siswa, yang tercermin pada peningkatan skor di semua lima aspek rubrik penilaian.

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INTRODUCTION

Writing is one of the most important skills for second language learners, yet it is often considered the most difficult to master. Many Indonesian students face challenges in organizing ideas, applying grammar, and using appropriate vocabulary in their writing. Peer feedback provides an opportunity for collaborative learning, where students review and comment on each other's work, thus promoting critical thinking and writing improvement. This study aims to investigate whether peer feedback significantly influences students' writing skills at SMP Negeri 18 Pulau Morotai.

METHOD

This study employed a quantitative pre-experimental design using a one-group pretest–posttest approach. The population consisted of 20 eighth-grade students, all of whom were selected as the sample. The research instrument was a writing assessment rubric evaluating five aspects: content, organization, vocabulary, grammar, and mechanics. Data were collected through a pretest, six treatment sessions implementing peer feedback, and a

posttest. The data were analyzed using descriptive statistics, normality testing, and a paired samples t-test.

RESULTS

Descriptive statistics showed an improvement in students' writing performance. The mean pretest score was 8.65, while the mean posttest score increased to 12.70. Normality tests confirmed that the data were normally distributed. The paired samples t-test revealed a significant difference between pretest and posttest scores ($t = 8.371$, $p < 0.001$), indicating that peer feedback positively impacted students' writing skills.

DISCUSSION

The findings demonstrate that peer feedback enhances students' writing abilities, particularly in organization and grammar. This aligns with Vygotsky's Social Development Theory, which emphasizes the importance of social interaction in cognitive growth. By engaging in peer review, students developed critical thinking, improved their understanding of writing structures, and became more independent writers. The results are consistent with previous studies



indicating that peer feedback is an effective instructional strategy in language learning.

CONCLUSION

Peer feedback has a significant positive effect on the writing skills of eighth-grade students at SMP Negeri 18 Pulau Morotai. The improvement from pretest to posttest scores confirms that this strategy can be effectively applied in teaching writing as a second language. Teachers are encouraged to incorporate peer feedback into classroom practice to foster collaborative learning and enhance students' writing performance.

SUGGESTIONS

For teachers: Implement peer feedback as a regular part of writing instruction.

For students: Actively engage in providing and receiving constructive feedback to strengthen writing ability.

For future researchers: Explore the impact of peer feedback on other language skills and in different learning contexts.

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