



Exploring the Students' Perception on Peer Feedback in Writing Class: A Study of Undergraduate Students in English Department of UNP

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Abstract

This research aimed to the perception of the students in essay writing class about peer feedback in english department of UNP. The study focuses on student perceptions, the role of peer feedback, and a comprehensive literature review on writing skills. Employing a quantitative methodology, data on students' perceptions of peer feedback in writing classes were collected through a questionnaire based on Farrah (2012). Using descriptive quantitative methods, the findings reveal that participants possess a positive perception of peer feedback's contribution to the enhancement of critical thinking, writing abilities, creativity, motivation, and the creation of a relaxed learning environment. The research suggests that peer feedback serves as a valuable tool in fostering the improvement of writing abilities among undergraduates.

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INTRODUCTION

Writing is one of communication skill where someone express their idea, thoughts, or information by written language in a variety of formats and styles in order to communicate with readers. According to Nauman et al. (2011), writing is a fundamental communication skill that is necessary for success in school and the workplace. Effective written communication skills are essential for success in a variety of academic and professional fields in today's fast-paced, globally connected world. As they move from high school to college, undergraduate students frequently struggle to improve their writing abilities (Swales et al., 2004). Although writing training and assignments are provided by universities and colleges, students frequently look to their fellow students for comments on their work since many college students find it difficult to master efficient writing techniques, especially in academic settings. According to Paltridge (2009), writing is a difficult talent that necessitates the capacity to successfully communicate verbally and in writing. Writing is essential to the sharing of knowledge, critical thinking, and scholarly

dialogue in academic settings. However, many undergraduate students find it difficult to master the craft of essay writing, particularly as they make the transition from high school to college.

Many undergraduate students found that writing is one of the hardest skills to expert since it has so many rules; need to master so many grammars, vocabularies, and they have to take care of the correlation, cohesion, and so on. According to Hayes & Flower (1986), writing is a complicated cognitive activity that necessarily needs the synchronization of these three skills: planning, sentence development and revision, in same amount of time. Following that, writing is complex and not everyone can master this fundamental skill in academic easily except there is some way to trigger their understanding about how to write down their thoughts and what should they write to express their thoughts in the terms of words. According to McCutchen, D. (2011), he says that there are ways to help people improve their writing skills; to provide explicit instructions in the writing process, to provide feedback on their writing and with practice and effort. In addition, there are number of strategies that someone can have in order to improve their writing skill: reading a lot of writing, practicing writing regularly, getting feedback of their writing and taking writing classes or workshops (McCutchen, D., 2011) Speaking of which way is better to use in the occasion to develop students' writing skill, there is a research by Chapelle et al. (2015) that state one of the most effective ways to improve students' writing skills is to give them a chance to work in pairs and give feedback to each other's writing. Based on that research, we know that work in pairs and give feedback also known as peer feedback.

Peer feedback is an activity where pairs of students give feedback to one another on their writing. According to Nelson & Schunn (2009), peer feedback is feedback that is given by one student to another student on their writing. Peer feedback can be helpful in identifying areas where the writer can improve their writing. Peer feedback, according to Paltridge (2009), is crucial for academical for a number of reasons. First thing that makes peer feedback crucial for academical is it gives students the opportunity to hear from a variety of readers about their writing, providing a variety of insights and suggestions for growth (Paltridge, 2009). Each peer brings to the feedback process their own distinct viewpoints, experiences, and knowledge, which can assist the writer in identifying weaknesses and potential areas for improvement that they might not have thought of on their own. Next, according to Paltridge (2009) also states that peer feedback encourages a sense of control and independence over the writing process for students. Students take an active role in editing and refining their work when they receive feedback from their classmates. This gives them the ability to be in charge of their own education and gain a deeper comprehension of the writing norms and guidelines unique to their academic field. Another reason is that peer feedback gives students a chance to express and hone their analytical and critical thinking abilities (Paltridge, 2009).

Peer feedback counted as one of the most effective way to help students develop their understanding and accuracy in writing. According to Chapelle et al. (2015), there are numbers of reason why peer feedback can be so effective; students get feedback from someone who is at a similar level of proficiency as they are, peer feedback asks students to develop their critical thinking, and peer feedback builds the

confidence of the students in writing. Students who participate in peer feedback become active learners because they not only get feedback but also give it to their peers. The benefits of this mutual feedback exchange are numerous, and it also helps writers become better writers. A recent study by Gielen et al. (2010) that looked at the effect of peer feedback on academic writing competency was undertaken to further demonstrate the significance of peer feedback in the development of writing abilities among undergraduate students. Their study looked at the usefulness of peer feedback in helping undergraduate students from different fields improve the caliber of their written projects.

In English Department of Universitas Negeri Padang, for example, peer feedback is used by some lecturers while conducting the class, especially in essay writing class. The students amused that peer feedback has benefits in their writing skill, such as idea generating, confidence, and social interaction & motivation. In the English Department at Universitas Negeri Padang, peer feedback not only improves students' writing ability but also develops a collaborative learning environment.

The study intends to explore deeper into how peer feedback benefits students' academic achievement, ability to collaborate, and general involvement in the learning process. This research has a purpose to find out the benefits of peer feedback.

METHOD

This study has a purpose to find out the students' perception of peer-feedback in essay writing class used quantitative as the research method. Quantitative research is grounded in the positivist paradigm, which advocates for methodologies that rely on statistical analysis. This approach encompasses various techniques, in this case, surveys that employ a pre-set set of response options (Adedoyin, 2020). The quantitative research method in lines with purposive sampling technique. Purposive sampling is employed in order to enhance the alignment between the sample and the research objectives, hence bolstering the study's rigor and the credibility of its data and findings (Campbell et al., 2020).

The population of this inquiry is undergraduate students majoring English Education; K1 until K5 2022. Among the population, this research only used K1 and K2 2022 as the sample. K1 and K2 2022 were chosen as the sample by using purposive sampling method since K1 and K2 2022 already did the peer-feedback method in their writing class.

This research used questionnaire as the instrument. The researcher can gather a large amount of data from many subjects by using questionnaires which are found appropriate (Amin & Khan, 2009). The questionnaire was adopted from Farrah (2012), with the total 9 items. Along the lines with the indicators as well as the items above, this research was used Likert scale (1932) to complete the questionnaire.

The data in this study are the answers of the questionnaires that will be distributed to students of essay writing class academic year 2023/2024 by using Google Form. In this study, the researcher will distribute the questionnaire in the form of Google Form and students are expected to answer all the questionnaire through Google Form link honestly about their perspective to the peer feedback.

The data from questionnaires will be carefully examined to fit the context and objective of this research. The data will be expanding by using descriptive quantitative research method in line with grouping the answers based on the scale. In the context of questionnaire data analysis, the formula $f/q \times 100\%$ is employed to determine the proportion or percentage of respondents who provide a certain response (f) relative to the total number of respondents (q). This calculation involves dividing f by q and subsequently multiplying the quotient by 100% to express the result as a percentage. The aforementioned formula possesses the capability to assess the magnitude of a response or answer provided by participants in a questionnaire.

The formula is as follows:

$$P = \frac{f}{Q} \times 100\%$$

Explanation:

f = total of students' answer of each alternative answer

Q = total of students' sample

$$\bar{X} = \frac{((SA \times 4) + (A \times 3) + (D \times 2) + (SD \times 1))}{n}$$

Explanation:

n = Sample

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

$$\begin{aligned} \text{interval level value} &= \frac{\text{the highest score} - \text{the lowest score}}{\text{number of statements criteria}} \\ &= \frac{4 - 1}{4} = 0.75 \end{aligned}$$

Table 1. Qualification Criterion of Perception

No	Mean	Perception
1	3.26 - 4	Very Positive
2	2.51 – 3.25	Positive
4	1.76 – 2.50	Negative
5	1 – 1.75	Very Negative

RESULT AND DISCUSSION

This study utilizes a quantitative research approach, which is reinforced by the use of a Licert-scale questionnaire. The research data is derived from a questionnaire completed by K-1 and K-2 2022 students. The questionnaire comprises

9 questions that assess children's perspective of peer-feedback. The questionnaire is entirely derived on the criteria established by Farrah (2012).

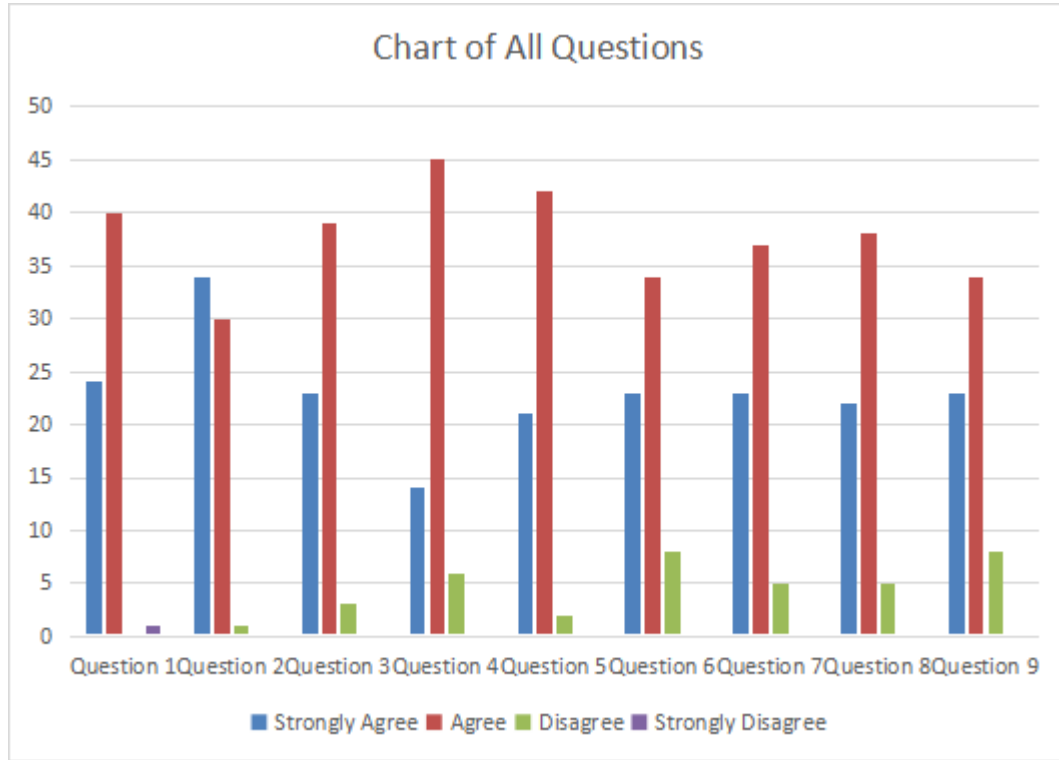


Figure 1. Overall Chart of The Questions

As can be seen on the on the figure 10, there are total 9 questions on the questionnaire as well as 4-choice of responses based on Licert-scale. The questions are based on Farah (2012) criteria (see table 3).

4.2 Data Analysis and Findings

4.2.1 Proportion of the Respondents

Which class are you in?

65 jawaban

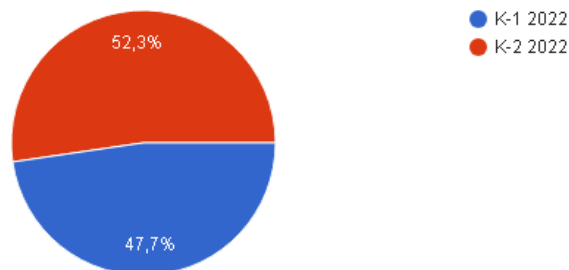


Figure 2. Number of Respondents

Based on the figure 11, the respondents of the questionnaire used in this research is divided into 2 classes; K-1 2022 and K-2 2022. The chart shows the respondents from K-1 2022 is 52,3% which is 34 students while K-2 2022 is 47,7% which is 31 students. Based on the data, K-1 2022 has 34 students and K-2 2022 has 35 students (see table 2), which means 4 students did not participate filling the questionnaire. According to Conroy (2016), the minimum respondents for questionnaire, which is in line with the validity of the data, can be found by using this formula:

$$P = \frac{f}{Q} \times 100\%$$

Explanation:

P = The proportion of the respondents

f = total of students' answer of each alternative answer

Q = total of students' sample

If the data implemented to the formula, the result is:

$$P = \frac{65}{69} \times 100\%$$

$$P = 0.942 \times 100\%$$

$$P = 94.2\%$$

So, based on the analysis above, it can be concluded that the questionnaire about the students' perception about peer-feedback is responded by 94.2% of the sample which is 65 students.

Research Finding

1. Idea Generating

The first benefit of peer-feedback according to Farrah (2012) is idea generating. The questionnaire for this benefit has 3 statements. The table below shows the number of responses from students about their perception in peer-feedback in terms of idea generating.

The high mean value of 3.14 shows that a huge 93.8% of students either strongly agree or agree that the peer feedback process has made a big difference in their critical thinking skills. A mean value of 3.11 also shows that a substantial 89.8% of students are positive, either strongly agreeing or agreeing, about how peer feedback has helped them improve their writing skills. Furthermore, an impressive 91.3% of students say that the peer feedback method has helped them be more creative (mean value: 3.10). The overall average mean of 3.12 shows that these dimensions are all moving in a strong and steady positive direction. Overall, the numbers strongly suggest that most students see peer feedback as a very positive and helpful process that helps them think critically, improve their writing skills, and be more creative when coming up with new ideas.

2. Confidence

The second benefit of peer-feedback according to Farrah (2012) is confidence. The questionnaire for this benefit has 2 statements. The table below shows the number of responses from students about their perception in peer-feedback in terms of confidence.

The first statement, "I feel confident when asked to make suggestions about a peer's work," shows that 85.4% of students greatly agree or agree that they are confident in their ability to make suggestions. The fact that the mean number is 3.02 backs up this confidence. According to the second statement, "I think that my peers did a good job of giving me critical feedback on my work," 86.9% of students are either strongly agreeing or agreeing that the critical feedback they got was good. The fact that the mean number is 3.08 supports this positive view. The overall average mean of 3.05 shows a positive trend across both statements, showing that people are confident in making ideas and have a good opinion of the quality of critical feedback they get from their peers.

3. Motivation

The third benefit of peer-feedback according to Farrah (2012) is motivation. The questionnaire for this benefit has 4 statements. The table below shows the number of responses from students about their perception in peer-feedback in terms of motivation.

The first statement, "The peer feedback process gave me the chance to interact with other people," shows that 92.7% of students feel good about the social aspect of peer feedback, either strongly agreeing or agreeing. The fact that the mean value is 3.30 shows that people feel good about the peer feedback process and see it as a good way to connect with others. When it comes to the second statement, "The peer feedback process made me more motivated to write," 82.6% of students say they agree or strongly agree that peer feedback makes students more motivated to write. The fact that the mean number is 3.04 supports this positive view. A mean number of 3.07 shows that 86.9% of students agree with the third statement, "I feel that peer feedback helps me learn more in a more relaxed way." The fourth statement, "I feel more relaxed reading my classmate's feedback on my writings," also gets good responses from 82.6% of students, as shown by the mean value of 3.04. The total average mean of 3.11 shows a positive trend that runs through all of the statements. This shows that the peer feedback process is thought to help with socialising, getting motivated to write, and learning in a more relaxed way.

Discussion

Farrah (2012) states that the first advantage, idea generation, is backed by Table 6. The table shows that a vast majority of students (93.8%) strongly agree or agree that peer input greatly improves their critical thinking abilities, as evidenced by the high mean value of 3.14. The favourable attitudes are also reflected in the

enhancements observed in writing proficiency (mean: 3.11, 89.8% positive) and heightened levels of creativity (mean: 3.10, 91.3% positive). The average mean of 3.12 across all dimensions highlights a consistently positive trend.

In more details—in coming up with new ideas statements—students have different ideas about how comments from other students affect their critical thinking, writing, and creativity, as Farrah's study from 2021 talks about. The high mean scores in Table 6 (3.14, 3.11, and 3.10) show that all of the students agree that feedback from peers makes these thinking skills much better. The strong positive views are shown by the detailed analysis of the responses, which includes the percentages for each level of agreement. The total average mean of 3.12 is very important because it shows how consistent these good patterns are across different parts of idea creation. Because of this, most students not only agree that peer evaluation helps them think critically, improve their work, and be more creative, but they also support it.

Moving on to the second advantage of confidence, the investigation thoroughly examines the insights presented in Table 7. The two statements concerning the students' confidence in providing suggestions and the caliber of feedback they receive emphasize the self-assurance that students gain from participating in peer feedback. The average values of 3.02 and 3.08 are not only higher than the neutral point, but they also have a strong level of agreement based on high percentages. The research astutely establishes a connection between both findings, highlighting that peer feedback serves as a platform for presenting ideas with confidence and also acts as a source of affirmative feedback that enhances students' confidence in the value of their contributions. The total average mean of 3.05 summarizes these data, indicating a shared sense of confidence that is developed through interactions with peers.

The investigation thoroughly examines Table 8 to explore the third advantage, which is motivation. The aforementioned assertions regarding social connection, heightened motivate to write, a more relaxed learning environment, and a sense of comfort in getting criticism highlight the complex and diverse nature of motivation that arises from peer evaluation. The average numbers (3.30, 3.04, 3.07, and 3.04) correspond to the percentages, indicating a consistent optimistic perspective among students. The analysis adeptly establishes the interconnections between these motivational factors, emphasizing how peer feedback fosters a favourable atmosphere for social interaction, knowledge acquisition, and written expression. The overall average mean of 3.11 supports the concept that peer evaluation is a potent incentive, incorporating both social and academic aspects.

Additionally, the study carefully incorporates ideas from previous research, citing Liu and Carless (2006), Rollinson (2005), Zhang (1995), Van Der Pol et al. (2008), Huisman et al. (2018), Wei et al. (2022), and Guardado and Shi (2007). Furthermore, this puts the results in a bigger academic context and shows how the benefits seen fit into well-known theoretical frameworks. It's easier to understand how peer feedback from different points of view can improve the general quality of

writing when you look at examples like Liu and Carless (2006). Furthermore, the findings from Guardado and Shi (2007) about increased writing confidence are similar to what was seen in this study, where students' confidence levels rose.

CONCLUSION

Conclusion

This research has the purpose to examine the effect of peer feedback on the development of writing skills among undergraduates. It contains student perceptions, peer feedback, and an exhaustive literature review on writing skills. Utilising a quantitative methodology, the research collects data on students' perceptions of peer feedback in writing classes via a questionnaire basing on Farrah (2012). Through the application of descriptive quantitative methods, the findings reveal that participants hold a favourable perception regarding the contribution of peer feedback to the development of critical thinking, writing abilities, creativity, motivation, and the provision of a laid-back learning environment. The research indicates that peer feedback serves as a valuable instrument in fostering the improvement of writing abilities among undergraduates.

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