Investigating Students' Perceptions of Open Peer Review to Improve Their Writing Ability: A Study at SMP Taman Siswa Padang

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Article History	Abstract
	This research is a quantitative descriptive research aimed to find out students' perceptions of the application of open peer review in English writing learning in class. The population is ninth-grade students at SMP Tamansiswa Padang with all students selected as samples based on the total sampling technique. This study focuses on students' overall perceptions, effectiveness and the role of open peer review in writing learning. In order to collect data, the researcher used a questionnaire. This questionnaire was adapted from Tahir (2018). The results of the data analysis shows that students have a positive perception of the contribution of open peer review in the learning of writing based on the reviews given, providing more opportunities to practice and discuss, and the creation of a relaxed and stress-free learning environment. This research shows that open peer review works as a valuable tool in improving students' writing abilities and can be adopted in writing lessons.

INTRODUCTION

In the writing learning context, peer review becomes one of the methods focused on improving students' writing abilities. Whereas writing learning is not only focus on the teacher, but students can play an active role in it to create an enjoyable collaborative learning atmosphere. According to the Committee on Publication Ethics (COPE), peer review is the process of critically evaluating a given draft by peer or peers of equal competence to determine strengths and weaknesses. Peer review is simply a technique utilized in writing learning activities where pairs of students mutually review and give feedback to improve their writing. Reid (1993) defines peer review as a learning activity that aims to gain evaluation, feedback, and perspective from peer reviewers in order to improve the quality of writing. During this activity, students were given the chance to explain their own ideas to their reviewers and formulate their reviewers' questions about their writing in order to get clarification.

At junior high school, especially in English major subjects, review normally forms part of the teaching and learning process. After completing a task, students' English skills are reviewed. A common instance might be when students are tasked with creating different written texts. They need more reviews to create effective writing. In the writing process, not only reviews, it is important for students to receive feedback on their progress before submitting the final draft for summative evaluation, as specific and relevant feedback allows writers to contribute to the editing and revision of their writing, so that they can improve their work (e.g., in the writing process). It is important for students to receive review on their progress before submitting their final draft, so that they can improve their work (Omaggio Hadley, 2000:337). Students obviously need more review, praise or even feedback on their writing compared to other tasks, as writing is also considered the most difficult skill in English. As argued by Bell and Burnaby (as cited in Nunan, 1989: 36), writing is a highly complex cognitive activity in which the writer must demonstrate control over several variables simultaneously.

At SMP Tamansiswa Padang, peer review is a teaching strategy used by some teachers to engage students in a collaborative learning environment. This approach has gained popularity because it not only improves students' writing skills but also fosters confidence, social interaction, and motivation in writing. Through peer review, students develop skills in analysis, evaluation, argumentation, and providing and receiving constructive criticism, all of which contribute to their overall growth as writers. During this activity, students participate in the assessment and evaluation of their classmates' writing, which can influence their understanding of their own writing ability. However, there are some students who think that peer review is not very useful in improving their writing ability. They doubted the ability of their peers. The students assumed that they were still beginners in writing, so they could not evaluate and give constructive comments. They prefer reviews from teachers to improve their writing. With the various reasons mentioned above, it is very important to know the general students' perceptions regarding the application of peer review in writing learning.

However, the implementation of peer review can vary in approach. English teacher at SMP Tamansiswa Padang have recently adopted open peer review, where the identities of both the reviewer and the reviewer are known. This transparent method encourages accountability and can lead to more meaningful feedback. While this approach has gained support from some students who appreciate the openness and clarity, others remain skeptical. Concerns arise from those who feel that they, or their peers, lack the experience to provide effective critiques. They argue that traditional teacher-led feedback might be more beneficial, particularly for beginner writers.

Despite these differing opinions, the use of open peer review offers a unique opportunity to cultivate a sense of responsibility among students and encourage a deeper understanding of the writing process. It enables students to see feedback not just as criticism but as a tool for learning and improvement. To understand its impact, it's essential to gather feedback from students to assess their perceptions of open peer review and determine its effectiveness in enhancing their writing skills. The exploration of these perceptions will help teachers at SMP Tamansiswa Padang

and other educational institutions refine their approach to peer review, ensuring it benefits all students.

Probably one of the most critical parts of understanding individual differences involves perception, as the way someone perceives a situation dictates how they act. Clifford T. Morgan argues perception to be a process of distinguishing among stimuli and construing their meaning. The perception links to the perspective to be taken. In a sense, perception refers to the process whereby people interpret and organize their sensations to generate a significant experience of the world (Lindsay & Norman). Furthermore, Fieldman (1999) states that perception is a constructive process in which we attempt to construct meaningful situations by going beyond the stimulus given to us.

In this study's context, perception refers to students' perceptions. It means how they generally perceive the implementation of open peer review in the writing learning process. Before expressing their perceptions further on this issue, students must first understand what perception is so as not to deviate. The students' perception refers to their point of view in observing, understanding, or perceiving the concept of the efficacy of open peer review implementation in the writing learning process with their writing ability.

The importance of conducting this research lies in knowing students' perceptions in general. Moreover, students' perceptions can provide many benefits for the writing learning model in the long run, as it can evaluate the accuracy of the writing learning model in the classroom by analyzing students' perceptions. Students' perceptions are also a tool to measure the success of the learning process to achieve writing learning objectives in the classroom. If the results of this study show that students benefit from open peer review in class, teachers should continue to apply it to encourage students to be more motivated in writing learning activities to improve their writing skills. On the contrary, if students consider open peer review as an ineffective activity to be applied during the teaching and learning process, teachers should immediately change their writing learning strategies.

The previous research such as "Enhancing Students Writing Skill to Write Descriptive Text Using Peer Review and Free Writing Techniques" by Dewi & Nurfisi (2022), "Secondary Students' Perceptions of Peer Review of Writing" by Adam (2016), and an article conducted by Darmawulan (2018) "The Impacts Of Peer Reviewing On Efl Writing Skills" has mainly focused on the outcomes and benefits of peer review in improving writing skills in general. However, a noticeable lack exists regarding understanding students' specific perceptions of peer review. Furthermore, many researches concentrate on theoretical benefits and teachers' perceptions, ignoring the students' point of view engaged in the peer review process. Therefore, the researcher undertook a study on students' perceptions of the implementation of peer review in learning to write. As opposed to related studies previously taken from secondary students and college students, this time the researcher carried out a novel study expected to obtain fresh results by using junior high school students as the object of the study. This research is entitled

"Investigating the Students' Perceptions of Open Peer Review to Improve Their Writing Ability: A Study at SMP Tamansiswa Padang".

METHOD
Research Design
Under the quantitative research approach, descriptive quantitative research design is used. Descriptive quantitative research is a study that describes the variables as is supported by data in the form of numbers generated from the actual situation. In this study, researchers used data collection techniques through questionnaires.

Population & Sample
In this case, the population area will focus on ninth grade students consisting of two classes: grade 9.A and grade 9.B. Total sampling will be the sampling technique for this investigation. According to Sugiyono (2020), the total sampling method is an approach method in which the total sample equals the total population. This is due to the small size of the population. As such, all students in grades 9.A and 9.B that consists of 42 students are chosen as the sample for this study.

Instrumentation
This research used questionnaire as the instrument. Respondents provide answers directly to a series of statements. The questionnaire will be adapted from Tahir (2018), with 4 indicators: Usefulness of Review, Opportunities for Practice and Discussion, Pressure and Relaxation, Attitude of Classmates along with the total 20 items.

Validity and reliability
 a. *Validity*
Validity refers to the process of finding out and checking how accurate measurement tools actually carry out the activities for which they are meant to be taken. The questionnaire were evaluated by Safitri Rahmadani, M.Pd. lectures from the English Language Literature Department, Universitas Negeri Padang for the standardized instruments procedure.

 b. *Reliability*
In this study, Cronbach's Alpha was used with SPSS version 25.0 to investigate the reliability of the questionnaire items. According to the reliability range from Sarmanu (2017), the commonly used Cronbach's
Alpha value is reliable if it is equal to or above 0.60. The data shows that the Cronbach's Alpha value for this study is 0.807. This means that the reliability of this instrument is high and can be used as an instrument for this study.

Technique of data collection
In this research, the data are data from questionnaires given to students of SMP Tamansiswa Padang through forms. The researcher will distribute the questionnaires in class and requests the students as respondents to answer directly each statement in the questionnaire that has been provided.

Techniques of data analysis
The researchers carefully will analyze the data collected from the questionnaires to ensure it aligned with the context and objectives of the study. They utilized descriptive quantitative research methods to expand the data, categorizing responses based on a scale. To determine the percentage of respondents who gave certain answers, a formula as stated by Sudijono (2010:43) is used, namely P = (f/n) x 100%, where (f) shows the number of respondents who gave certain answers and

(n) shows the total number of respondents. This formula allowed them to assess the significance of each response within the questionnaire.
The formula is as follows:

$$P = \frac{F}{N} \, x \, 100\%$$

Annotation:
P: Percentage
F: Frequency of answer
N: Number of samples
The students' answer was determined as positive or negative perception, it can be seen in the table below:

Table 1. Category of Mean Score

No	Range	Perception
1	4-5	Very Positive
2	2,5-3,9	Positive
3	1,5-2,49	Negative
4	< 1,5	Very Negative

Table above was used to analyse the data of the research. There were some ranges to show students' perception through the use of references written in English. The ranges of the perception are divided into 4 levels: 5 – 4 (+), 3,9 – 2,5 (+), 2,49 – 1,5 (-), and < 1,5 (-).

RESULT AND DISCUSSION
This study uses a quantitative research approach, which is reinforced by the use of a questionnaire. The questionnaire was used to answer the research question: How is students' perceptions of implementation of open peer review to improve their writing abilities? The research data was obtained from a questionnaire completed by grade 9 students of TAMANSISWA PADANG Junior High School. This questionnaire consisted of 20 statement items that assessed students' perspectives on the review is adapted from Tahir (2018).
Research Finding
The researcher drew the conclusion of the questionnaire analysis, as follow:

Table 2. Students' Perceptions of Open Peer Review

No	Indicators	Mean	Percentage (%)	Category
1.	Usefulness of review	3.90	79%	Positive

2.	Opportunities for practice and discussion	3.80	77%	Positive
3.	Pressure and relaxation	3.90	78%	Positive
4.	Classmate attitude	3.85	77%	Positive
	Total	3.87	77.7%	Positive

1.   Usefulness of Review

The first indicator of the students' perception of open peer review is usefulness of review. There are 10 statements with 1 sub indicators: Comments provided by peers are beneficial for enhancing writing skills. Based on the data, the first indicator obtained a positive score of 3.90. The level of achievement of respondents was 71% which is in the positive category. It means that students' perceive positive perceptions of usefulness of review parts of open peer review process.

So, it can be concluded that students' perceptions of implementation of open peer review on students' learning writing based on the indicator of usefulness of review are categorized as positive perceptions. It also means that the students' have almost positive perceive of the implementation of open peer review on their writing ability seen from indicator usefulness of review.

2.   Opportunities for Practice and Discussion

The second indicator of the students' perception of open peer review is opportunities for practice and discussion. There are 4 statements with 2 sub indicators: Numerous opportunities exist for practicing and discussing writing with peers, and Enabling meaningful conversations about various aspects of writing. According to the data, the second indicator obtained a positive score of 3.80. The level of achievement of respondents was 76.9% which is in the positive category. It indicates that students' perceive positive perceptions on the second indicator.

Based on the explanation above, it can be concluded that students positively perceive of implementation of open peer review on students' learning writing. It also means that the students' have almost positive perceive of the implementation of open peer review on their writing ability seen from indicator opportunities for practice and discussion.

3.   Pressure and Relaxation

The third indicator of the students' perception of peer review is pressure and relaxation. With 2 sub indicators: receiving reviews from peers reduces pressure and promotes a more relaxed approach to writing, and open peer review creates a supportive and stress-free environment conducive to writing improvement, this research has four valid statements representing pressure and relaxation indicators. Based on data, the third indicator obtained a positive score of 3.90. The level of

achievement of respondents was 78.2% which is in the positive category. It means that students' perceive positive perceptions on the third indicator.

Based on the data, it may be concluded that students' perceptions of implementation of open peer review on students' learning writing based on the indicator of pressure and relaxation are categorized as positive perceptions.

4.   Classmates Attitude

The fourth indicator of the students' perception of peer review is classmate attitude. There are also have 2 sub indicators: classmates who review essays demonstrate supportive and constructive attitudes, and fostering an environment that encourages open communication and mutual respect, with 2 statements. According the data, the fourth indicator obtained a positive score of 3.85. The level of achievement of respondents was 77.15% which is in the positive category. It means that students' perceive positive perceptions on the fourth indicator.

So, it may be concluded that students' perceptions of implementation of open peer review on students' learning writing based on the indicator of classmate attitude are categorized as positive perceptions.

Discussion

The finding shows that students have a positive perception toward the implementation of Open Peer Review in learning writing. The students' responses were based on their experience in implementation of open peer review as learning method in writing learning with four indicators that is use to view the students' perception of open peer review, those are usefulness of review, opportunities for practice and discussion, pressure and relaxation, and classmate attitude.

There are various uses of review in learning to write. Review in open peer review activities can be in the form of correcting writing errors, improper use of verbs, adjectives and adverbs, use of capital letters and use of punctuation. It lines up with previous research, F. Kwai-peng (2023) in her research "Students' Views on the Usefulness of Peer Review Conducted at Two Grade Levels" found students' views on the uselfulness of peer review based on anonymous questionnaire's result was positive.

Another benefit of open peer review can be seen from the many

opportunities to practice and discuss without pressure. Positive perceptions are obtained from students because with this activity, students can freely share ideas and suggestions with each other, making the learning process more active and conducive. This allows students' writing ability to improve. In line with the research of Stergiani Kostopoulou & Fergus O'Dwyer (2021) in a study entitled "we learn from each other": Peer review writing practices in English for Academic Purposes", this activity in the process provides benefits and opportunities for practice and discussion. In addition, the supportive attitude of classmates can make the learning process of writing through the application of open peer review better.

Based on the explanation above, it can be seen that the application of open peer review in the writing learning process brings many benefits to students and teachers. Although teachers consider that open peer review is an old teaching method used in writing learning, its impact is considered positive for the progress of students' writing ability by the students themselves. Therefore, teachers can still apply open peer review activities in writing learning in the classroom. If teachers have found a

new learning method that is better than open peer review according to students, then the method of writing learning with the implementation of open peer review activities on writing instruction can be gradually reduced.

CONCLUSION

The purpose of this study was to investigate Grade 9 students' perceptions of the application of open peer review in learning English writing and the reasons why teachers continue to use it. According to the results of the study, the four indicators were collectively positive. In addition, since the students' perception score on the main indicator about the benefits of the review is the highest score of 3.90 (71%), it can be concluded that the students' perception towards the implementation of open peer review in writing learning in English language learning is positive. Students give positive perceptions because in the classroom, they can be more active and more freely discuss with their respective partners, so that a pleasant learning process is realized. Based on this, it can be concluded that teachers can apply the method in teaching writing. The teacher uses this model by matching it with the attitude of students who like to discuss with their friends for sharing ideas. Although it is an old method, it is quite helpful, so it can be applied until teachers can find other newer and more creative learning styles for students in learning writing.

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