

Peer Feedback Technique Through Padlet in Writing Recount Text in Vocational School

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Abstract. This research aims to determine the effectiveness of the peer-feedback technique through Padlet in teaching writing recount text to the tenth-grade students of SMK Darul Ulum Kepuhdoko Jombang. This research employed quantitative experimental research. The data were gathered through tests, pre-test and post-test. The test did for measuring students' achievement in recount text writing between the experimental class and the control class. The objective of the post-test was to find out the effect of peer-feedback techniques on students' recount text writing. The data was analyzed by using t-test with 0.05 level of significant. The result shows that peer-feedback through Padlet give a positive effect on improving students' recount text writing scores. The mean score of experimental group was 79.72 and for control group was 66.79, and the result of calculation t-value is 2.317, while the degree of freedom 44, the t-table is 2.015. $t\text{-value} > t\text{-table}$. It meant that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It was concluded that using Padlet in peer-feedback to teach writing recount texts is effective and provides positive results.

Keywords: writing, recount text, peer-feedback, padlet

1. Introduction

One of the language skills that is crucial to learn is writing. People write to complete tasks, whether for jobs or education. Writing is creativity to explain the ideas of writer to be the creation which can see for many people. Writing can make people who difficult to speak, to express their mean they can show by their writing. Writing is an act that occurs within a context, achieves a specific goal, and is appropriately shaped for its intended audience [1]. In education, writing is the first step to people or students begin study. Of course, before student study about anything in school or formal education the first thing when teacher teach is writing. Writing is not easy, because writing is a process of writing and so many things you must attention it. In writing must have a knowledge about grammar. Grammar very usefully in writing, because there is a rule in writing. Not just a grammar but the punctuation too so important when you take to writing [2]. Correct punctuation will determine student's quality of your writing. If the punctuation not correct it will make the reader of your writing confused. In addition to these elements, writers must ensure the coherence of their sentences and paragraphs so that each sentence flows logically into the next [3]. Writing is not easy but writing is not difficult, writing is a taste. Taste about your creativity and shown your ideas about anything. Many people have already study but he cannot write well, because he not understands well that attention thing, writing is a process itself not just focus on the product. This is suitable with Jeremy opinion in teaching of writing we can either focus on the product of that writing or on the writing process itself [4], [5].

Recount text is one of many lessons in English lesson. Recount text is telling the activity, adventures or experience in the past [6]. A recount is a piece of writing that recounts past events, typically in chronological order. The purpose of recount text is to provide a description of what occurred and when it happened [7]. Commonly recount text used for student to practice the writing skill. In recount text writer will make some paragraphs, the researcher can see the students who can write correctly or not. Because as researcher know in the fact still many students cannot write a recount text well. So that, researcher chooses this material because recount text suitable if combined with writing.

Feedback offers details on the results of performance. Feedback can be used as comments or information resulting from an activity. You can provide feedback verbally or in writing [8].

Everything a teacher, caregiver, or other person says to a student regarding their work is called feedback in the context of education. The student's competency is thought to be improved by the feedback. Giving feedback indicates that we are reacting and making corrections. Concerned with responding is how teachers respond to their students' work. The difference between responding and correcting is that when the instructor responds to a student's work, the intention is to ask guiding questions rather than state right or wrong. The directed comment works best in writing during the editing and revision phases. There are three sources of feedback, those are teacher feedback, peer feedback and self-evaluation [9].

Peer-feedback technique is correction practically of friend's work result where with give a feedback by one student to another[10]. With its high potential for reader and writer interaction, peer-feedback can foster a collaborative dialogue in which two-way feedback is established, and meaning is negotiated between the two parties[11]–[13]. It also encourages a wide range of communicative behaviors [14]. Peer-feedback is used in writing classes to provide students more opportunities to learn from each other. Peer feedback is a different technique, because it is not given by the teacher but from student. It means that students will give feedback to another, thus students will more interest[15]. The teacher feedback was rather general, whereas student responses were more specific[16]. The researcher chooses writing skill to know how the peer-feedback technique gives influence to student more like writing. So that, the researcher wants to know the effectiveness of writing skill by employing peer-feedback technique in order that student more like writing and not lazy if the teacher in the class ask student to write when teaching learning process.

Currently, the existence of technology is vital in human life to support and carry out various activities in any field including terms of education [17]–[19]. With the existence of technology, teachers can use it as a learning media to convey their knowledge to the students in the learning process. By using learning media, the teacher will create interesting and not monotonous material explanations so that students are interested and remain enthusiastic about participating in teaching and learning activities[20]–[22]. E-learning is part of one example of the use or application of information and communication technology in the learning process[23]–[25]. One of the easy e-learning to use is Padlet. Padlet is an online application which consists of multimedia panels to display several ideas containing pictures, music, videos, as well as links. This application can be accessed free of charge by anyone, by writing the padlet.com page in the browser address bar [26]. Padlet also encourages student participation in the learning process so it is not arduous or monotonous, and it influences student learning outcomes [27]. In addition, the use of the Padlet application has been shown to be effective in increasing learning outcomes when learning online. Learning recount text using Padlet as the media has a higher average value than the learning outcomes of students who are taught directly [27].

Following the researcher will mention several previous studies about using technique to improve writing skill. Lin focuses on describing how technique improve the students' achievement in writing English essay and to find out the effectiveness of it during teaching learning process. according to the researcher, in order to achieve this significant goal of releasing students' anxiety and raising their confidence in their writings. So, the teacher needs a technique to draw students' interest when they learn English[19]. Based on this research, it found that the use of technique in teaching learning process is effective to improve students' writing skill. Another previous study is Grami, she mentioned that peer feedback can improve the writing skills and products of students who give and receive additional peer feedback sessions in addition to their normal teacher-written feedback. And the result concludes that the effect of peer feedback on students' perception was profound[28]. Based on the previous study mention that using peer feedback technique can give effectiveness of teaching writing. So, the researchers want to prove it, but with different population, sample, materials, grade, character, cultural and situation.

The other study conducted by Bianca mention that peer feedback has been shown to be an effective strategy to improve academic achievement[29]. Study by Ertmer also pointed students' perceptions of the importance of feedback in an online environment, emphasizing the expectation that feedback be timely and of high quality rather than quantity [30]. Latifi's journal also mention that the peer feedback script provided students with high-quality feedback on partners' essays by clarifying criteria of assessment and features of high-quality feedback[31].

Based on those explanations, the researcher wants to know the effectiveness of applying peer feedback technique in student's writing. So, the researcher conduct research entitled "Using Peer Feedback Technique Through Padlet in Teaching Writing Recount Text at The Tenth Grade Students of SMK Darul Ulum Kepuhdoko". SMK Darul Ulum Kepuhdoko is chosen because this school still

used traditional methods to teach English, even though it has multimedia classes. Based on the result of the recount text evaluation using conventional methods in this school, shows that the student's average score is 63.

Based on the background above, the research question in this research whether there is any effect of teaching writing recount text by using peer feedback technique through Padlet. Then the aim of this research is to know the effect of teaching writing recount text by using peer feedback techniques through Padlet. From the research question, the hypothesis of this research is divided into two, H₀ and H_a. H₀: there isn't an effect using the peer feedback technique in writing recount text through Padlet. H_a: there is an effect taught using peer feedback technique in writing recount text through Padlet.

2. Method

This research employed a quantitative experimental approach to its research design. In experimental studies, the researcher manages the subjects' experiences. The purpose of experimental research is to investigate the effect of systematic manipulation of one variable on another variable [32]. The variable that is manipulated is known as the experimental treatment or the independent variable. The variable that is observed and measured is referred to as the dependent variable. The independent variable in this study is peer feedback using Padlet, and the dependent variable is the student's writing skill. From this manipulation, the researcher hopes to determine whether a particular treatment can affect subject or sample attitudes, achievement, etc. The design that used by researcher is true experimental research. Experimental research is the only type of investigation that allows the researcher to manipulate variables to study causes and effects. An experimental design which the researcher controls the treatment and uses randomization to assign subjects to treatments [33].

The design of the study was a pretest-posttest design with a control group. The observation conducted prior to the experiment is referred to as the pre-test, while the observation conducted after the experiment is known as the post-test. The researcher compares the pre-test and post-test scores of the control and experimental groups in this research design to determine whether the treatment was effective. Before giving treatment, the pre-test will be given to determine the students' basic skill or scores. In this case, only the experimental group receives the treatment. The experimental group taught by using peer feedback technique and the control group not taught by using peer feedback technique. This procedure involves the random assignment of participants to two groups in a traditional, classical design. Both groups are given a pre-test and a post-test, but only experimental group A receives treatment [34].

The population of the study is the first-grade students of SMA Darul Ulum Kepuhdoko. The sample of the study is 46 students; 18 students from the experimental group and 28 students from the control group. The data for this research is gathered using tests. There were two tests given. First, a pre-test is done to determine the student's basic writing skills. Following treatment, a post-test was given to determine the final score or achievement of the student's writing. This research instrument is a test. Tests are questions, practice, and other tools to assess someone's or a group's skills, intelligence, or gift [33].

The researcher knew whether the test is valid and reliable or not. Validity is a concept related to as far as the test already measure what the properly measured[35]. The test can be called have a high validity when the function of the test is measures, or give the result suitable with conducted the purpose of the test. The reliability test is to see whether the series of questionnaires used to measure a construct does not have a certain tendency[36].

In analyzing data, the independent sample test in SPSS program used to investigate the significant differences between the post-test mean for the experimental and control group after the treatment given. Analysing data that used is analysis statistically with using t-test with $\alpha = 0.05$ [37]. Before using t-test, the researcher checked the normality test and homogeneity test. Normality test used to know the data that using by researcher is normal or not[38] and homogeneity test to know the data have a variance homogeneity or not[39]. In this research, the researcher formulated the hypothesis as follows:

- 1) Null Hypothesis (H₀)
There is no effect taught using peer feedback technique through Padlet in writing recount text.
- 2) Alternative Hypothesis (H_a)

There is an effect taught using peer feedback technique through Padlet in writing recount text.

3. Finding and Discussion

To determine the effect of peer feedback technique on students' ability to write recount texts at SMK Darul Ulum Kepuhtoko Jombang, the researcher used the pre-test and post-test to calculate the data. The researcher conducted the research by delivering a pre-test to determine students' writing recount text ability before giving treatment and post-test to see the ability of students' in writing recount text after giving the treatment by using peer feedback technique. After the researcher got the data, the researcher applied the formulation of a T-test to test the hypothesis. In the pre-test of the experimental class, the researcher enumerated the result that had been gotten by the students in answering the question in a form of test. The researcher gave the students a test about making recount text based on their experience. While in the post-test of the experimental class, the researcher calculated the result that had been gotten by the students in making the text based on their experience on holiday in a form of test. The researcher presented them below in order to obtain a clear and complete description of the data:

Instruments Analysis

a. Pre-test

Before give the treatment the researcher gave pre-test both of group. Pre-test in Experimental group was done on February in 10-Kimia Industri (KI) class. And on middle February in 10-Multimedia (MM) class as Control Group. The purpose to know the score before using "Peer Feedback Technique". The table below consist of the average of the students after doing the test, which was given at first time before the teacher implied used of "Peer Feedback Technique" in teaching writing process:

Table 1. Result of Pre-test Experimental Group

Subject	Experimental Group
1	70
2	75
3	75
4	80
5	70
6	50
7	50
8	50
9	0
10	70
11	50
12	50
13	65
14	50
15	90
16	75
17	70
18	50
Total Score	1090

Table 2. Result of Pre-test Control Group

Subject	Control Group
1	90
2	75
3	60
4	70
5	70
6	75
7	0
8	90
9	75
10	80
11	70
12	70
13	75
14	60
15	80
16	90
17	75
18	50
19	50
20	50
21	55
22	70
23	55
24	90
25	90
26	80
27	75
28	0
Total Score	1870

From table above, it could be seen the result of pre-test. Only a few student get a good score before using “Peer Feedback Technique Through Padlet”. This is because students lazy to write and writing is difficult for some students. result of this pre-test was about the score before using “Peer Feedback Technique Through Padlet”.

b. Post-test

After giving a material and activity in writing by using “Peer Feedback Technique Through Padlet”, the researcher gave a test again to the students. Post-test was done only in Experimental group. The data were shown in the table below:

Table 3. Result of Post-test in Experimental Group

Subject	Experimental Group Score
1	85
2	85
3	90
4	85
5	80
6	70
7	70
8	70
9	85
10	70
11	70
12	70
13	85
14	85
15	95
16	85
17	85
18	70
Total Score	1435

Based on both table of result of Pre-test and Post-test in Experimental and Control Group, it is can be concluded that the score of Post-test is higher than the score of Pre-test. This was because used of “Peer Feedback Technique Through Padlet” in teaching writing activites. The used of technique is make students more undertand and easily to write something.

Calculation of Validity

a. Pre-test

Result of calculation data on SPSS program to got validity by using Pearson r formula of pre-test:

Table 4. Correlations

		Vocabulary	Grammar	Spelling	Punctuation	Skor_Total
Vocabulary	Pearson Correlation	1	.936**	.699**	.917**	.943**
	Sig. (2-tailed)		0,000	0,001	0,000	0,000
	N	18	18	18	18	18
Grammar	Pearson Correlation	.936**	1	.785**	.930**	.966**
	Sig. (2-tailed)	0,000		0,000	0,000	0,000
	N	18	18	18	18	18

Spelling	Pearson Correlation	.699**	.785**	1	.877**	.881**
	Sig. (2-tailed)	0,001	0,000		0,000	0,000
Punctuation	N	18	18	18	18	18
	Pearson Correlation	.917**	.930**	.877**	1	.983**
	Sig. (2-tailed)	0,000	0,000	0,000		0,000
Skor_Total	N	18	18	18	18	18
	Pearson Correlation	.943**	.966**	.881**	.983**	1
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	
	N	18	18	18	18	18

After did the test, the researcher calculate the data on SPSS. There were four items on rubric assesment that calculation. The first is vocabulary 0.943, the second is grammar 0.966 , the third is spelling 0.881 , the fourth is punctuation 0.983. After calculating the data by using SPSS program to get the validity on pre-test, the result of pre-test on Pearson correlation is high. So that, the test is valid because the researcher seen from the criteria of validity above is high and this test can be used in this research as a pre-test.

b. Post-test

Result of calculation data on SPSS program to got validity by using Pearson r formula of post-test:

Table 5. Correlations

		Vocabulary	Grammar	Spelling	Punctuation	Skor_Total
Vocabulary	Pearson Correlation	1	.800**	.488*	0,040	.776**
	Sig. (2-tailed)		0,000	0,040	0,876	0,000
	N	18	18	18	18	18
Grammar	Pearson Correlation	.800**	1	.683**	-0,040	.851**
	Sig. (2-tailed)	0,000		0,002	0,876	0,000
	N	18	18	18	18	18
Spelling	Pearson Correlation	.488*	.683**	1	.540*	.919**
	Sig. (2-tailed)	0,040	0,002		0,021	0,000
	N	18	18	18	18	18
Punctuation	Pearson Correlation	0,040	-0,040	.540*	1	0,541
	Sig. (2-tailed)	0,876	0,876	0,021		0,067
	N	18	18	18	18	18
Skor_Total	Pearson Correlation	.776**	.851**	.919**	0,441	1
	Sig. (2-tailed)	0,000	0,000	0,000	0,067	
	N	18	18	18	18	18

After the researcher gave the posttest, the researcher calculate the data on SPSS. There were four items on rubric assesment that calculation. The first is vocabulary 0.776, the second is grammar 0.851 ,

the third is spelling 0.919 , the fourth is punctuation 0.541. After calculating the data by using SPSS program to got the validity on post-test, the result of on Pearson correlation is high. So that, the test is valid and can be used in this research.

Calculation of Reliability

a. Pre-test

Result of calculation data on SPSS program to got reliability by using Cronbach's Alpha on pre-test:

Table 6. Realibility Statistics

Cronbach's Alpha	N of Items
0,955	4

To calculate the reliability of the test, the researcher used five interater to give a score for one item. The score from all interater calculated by using SPSS program. The result of calculation data on SPSS program to get reliability in pre-test by using Cronbach's Alpha is 0.955. It can be concluded that post-test was given is reliable, because the value of correlation from r table of product moment that the test was reliable and the value was categorized enough. So based on the result of validity and reliability of the test it can be concluded that the instrument of the test was valid and reliable. So the test can be used in pre-test and post-test of this research.

b. Post-test

Result of calculation data on SPSS program to got reliability by using Cronbach's Alpha on post-test:

Table 7. Realibility Statistic

Cronbach's Alpha	N of Items
0,757	4

To calculate the reliability of the test, the researcher used five interater to give a score for one item. The score from all interater calculated by using SPSS program. The result of calculation data on SPSS program to get reliability in post-test by using Cronbach's Alpha is 0.757. It can be concluded that post-test was given is reliable, because the value of correlation from r table of product moment that the test was reliable and the value was categorized enough. So based on the result of validity and reliability of the test it can be concluded that the instrument of the test was valid and reliable. So the test can be used in pre-test and post-test of this research.

After the researcher did the instrument analysis, calculation of validity, and calculation of realibility, the researcher continue to analyze the data statistically using t-test. Before using t-test formula, the researcher calculated normality and homogeneity test.

a. Normality Test

Before the researcher calculated the t-test to get the answer of research hypothesis, the data must be normal. In this research the normality test using Kolmogorov-Smirnov SPSS program and with $\alpha = 0.05$.

Table 8. Normality Test

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	EC	,242	18	,700*	,824	18	,300
	CC	,235	28	,100	,788	28	,100

Output from the normality test shows the value Asymp. Sig. (2-tailed) experimental class is $0.300 > \alpha = 0.05$ and for control class the value Asymp. Sig. (2-tailed) is $0.100 > \alpha = 0.05$. So that, the data was calculated by researcher is normal.

b. Homogeneity Test

The researcher calculated homogeneity test to know the sample that come from same variance population. In this research test of homogeneity of variances used for calculated data homogeneity.

Table 9. Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.037	1	44	,849
	Based on Median	.002	1	44	,969
	Based on Median and with adjusted df	.002	1	42,772	,969
	Based on trimmed mean	0.001	1	44	,969

Based on table 9 above shows that the sig. value for based on mean is 0.849. That value higher than significant of 0.05, so that the researcher take conclude the data was homogeneous.

c. T-test Computation

After the researcher calculated the normality and homogeneity test the result shows that the data was normal and homogeneous. To prove the research hypothesis accepted or rejected, the researcher using SPSS program to analysis data.

Table 10. Group Statistic

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	EC	18	79,72	8,484	2,000
	CC	28	66,79	22,617	4,274

Table 10.1. Independent Sample T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
score		F	Sig.	t	Df	Sig. (2- tailed)	Mean Differenc e	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score	Equal variances assumed	4,684	.037	2.317	44	.025	12.937	5.584	1.682	24.191
	Equal variances not assumed			2.741	37.277	.009	12.937	4.719	3.378	22.494

From table 10, it can be seen that the means of experimental class was 79.72, while the means of control class was 66.79. This result shows that the mean of post-test score for

experimental class was higher than control class. Furthermore, table 10.1 shows that t-value of post-test score was 2.317 then the t-value was compared with t-table with the level significant of 0.05 and degree of freedom 44. Based on the level significant 0.05 and degree of freedom 44, the t-table was 2.015. This means that the t-value was higher than t-table ($2.317 > 2.015$). Thus, it can be concluded that there is significant difference between the post-test score for experimental and control group after the treatment.

The researcher found mean score of experimental group was 79.72 and for control group was 66.79. So, there were increased and different score was higher in experimental group than control group. In addition, by using the peer-feedback technique through Padlet in teaching writing recount, the student's writing skills improved after the treatment. From the table 10.1 above, result showed that the means for the two groups different significantly. The result of calculation t-value is 2.317, while the degree of freedom 44, the t-table is 2.015. $t\text{-value} > t\text{-table}$. Researcher hypothesis was supported that students who are taught by using peer feedback technique through Padlet get better score than students who are not taught by using peer feedback technique through Padlet. According to the preceding explanation, if the t-value is higher than the t-table. Thus, the null hypothesis (H_0) in the present research is rejected, while the alternative hypothesis (H_a) is accepted. It means that the treatment given to the experiment group through Padlet employing peer feedback techniques to improve students' writing achievement was successful.

The effectiveness of the peer feedback technique of this research was supported by previous findings of several research. Rasyid's concludes that using peer feedback techniques can help students improve their writing skills. The data analysis presented shows that the t-counted value (4.86) is greater than the t-table value (2.042), indicating that the student's writing skills have improved significantly [15]. Research that has been conducted by Saputra (2019), also concludes that using Peer Feedback through Facebook Groups has a significant effect on students' writing competence in first-year students at MAN 1 Konawe Selatan. Peer Feedback on Facebook Groups is a language learning strategy that encourages students to participate actively in their learning, particularly in English courses. Because it is online-based learning, it gives students the opportunity to encourage them to be more active in their learning [14].

Based on the explanation above, it can be said that there was an improvement by using the peer-feedback technique through Padlet in writing recount text for the students. Teaching recount text by using peer feedback technique through Padlet, encourage students to be more active in the learning process. It is also fun and not monotonous for students since Padlet provides an interesting interface. Using Padlet to provide feedback to each other makes students feel more responsible for helping their peers to understand better about the recount text material. Thus, they could know what they lack and correct it based on the feedback given by their peer. On the other hand, peer feedback can also improve social interaction between students. Students will understand how to give good feedback and how to make comments without offending their peers' feelings. They also learn not to assert their opinion on each.

5. Conclusion

After carrying out the experiment, the result shows that the comparison of students' scores in the experimental class in SMK Darul Ulum Kepuhdoko Jombang from the analysis of data is significant. This means that the peer feedback technique has a positive impact on students' writing recount text scores. This can be proven by the mean score of experimental group was 79.72 and for control group was 66.79, and the result of calculation t-value is 2.317, while the degree of freedom 44, the t-table is 2.015. $t\text{-value} > t\text{-table}$. This means that using peer feedback techniques through Padlet given for the experimental class improved students' writing recount text scores. Students were more interested in the learning process when recount texts were taught using the peer feedback technique through Padlet. Padlet's attractive interface makes it enjoyable and not monotonous for students.

Based on the result of the research, the researcher would like to constructively give suggestions to the teacher to use peer feedback as the teaching-learning technique because it makes writing English enjoyable and straightforward for the student. Peer feedback should be used creatively in the classroom, particularly in writing classes, to encourage student participation in learning. Other writers who want to improve this study include other skills in learning English, such as speaking, listening, or writing, as well as involving different subjects and texts.

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