

**THE USE OF PEER FEEDBACK AS THE SOCIAL AFFECTIVE STRATEGY
TO IMPROVE SKILLS IN WRITING ANALYTICAL EXPOSITION TEXT:
EXPLORING THE STUDENTS' PERCEPTION**

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SUBMISSION TRACK	ABSTRACT
Submitted : 27 December 2022 Accepted : 18 February 2023 Published : 18 March 2023	Difficulties in writing are often encountered by some people in learning English as a foreign language. The difficulties and problems in writing can be overcome by implementing peer feedback as the learning strategy. This study aims to describe the perceptions and challenges in applying peer feedback as a social affective strategy in writing analytical exposition text. The method used in this research was a qualitative descriptive. In addition, the data of this research were gathered from open-ended questionnaire and interview. Furthermore, the research involved 15 students in the eleventh grade at SMA Widya Gama Malang. The findings showed that most of them agreed that implementing peer feedback in writing analytical exposition text could improve their writing skills and provide several benefits for them such as becoming more confident and open-minded and improve their critical thinking. Despite the benefits, the strategy also had some disadvantages and challenges related to the implementation of peer feedback but they still found improvement in their writing skills. Hence, this research concluded that it is recommended that peer feedback should be implemented to improve writing skills with some considerations.
KEYWORDS Peer feedback, social affective strategy, writing skills, perception, challenge.	
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Introduction

English has become an essential language skill that everyone needs in this era. In order to master English as a foreign language, EFL learners need to master four skills. Usually, they will be able to master listening skills, speaking skills, reading skills, and lastly writing skills as written in order (Alisha et al., 2019). Writing is considered to be necessary in the field of education. It is also one of the integrated skills that need to be mastered by the students. Writing is defined as the process of transforming ideas in written language (Muamaroh & Pratiwi, 2021). Nunan (2003) describes writing as the process of inventing ideas, figuring out how to put them in good writing, and organizing them to be good paragraphs. It plays an important role in expressing our thoughts, ideas, opinions and attitudes. Due to the complexities of the writing process, the EFL learners find some difficulties in developing a text. Budjalemba & Listyani (2020) found that writing issues faced by students are self-motivation, self-confidence, lack of knowledge, and pressure in writing the text.

Language is a tool of communication that cannot be separated from human life. In senior high school, there are several texts that need to be mastered, including analytical exposition text. By learning how to write it, the students can learn how to express their opinions and arguments in written form. This text has the purpose to persuade the readers to believe in a certain point of view (Kurniawan, 2021). There are three aspects of analytical exposition text, namely thesis, arguments, and reiteration. The structure has to be written in order so that the text can be read easily.

Based on the reason mentioned above, analytical exposition text is considered as complex and difficult to be mastered by the students (Nurjanah, 2018). In writing analytical exposition text, they have difficulties in producing simple present tense and passive sentences, developing ideas, and translating the paragraph from their native language into English (Nurjanah, 2018). Some students are found to be able to write analytical exposition text, while others are still found to have difficulties in producing the text properly (Zuana, 2020). In fact, they are able to produce analytical exposition text in textual context with good quality and also need some improvement in their writing related to grammatical errors (Faradila, 2021).

Due to the students' varied proficiency levels in writing, various learning strategies can be used to improve their writing skills depending on their preferences. One of the learning strategies that can be used is the social affective strategy. Social affective strategy involves the learners' collaboration in problem-solving exercises (O'Malley and Chamot, 1990). They also added that this strategy requires the learner to work together with peers and get new information or feedback from each other. The implementation of social affective approach can be seen in the form of peer feedback. The students will be able to give suggestions regarding their friends' writing. Hence, peer feedback is good to be implemented to cater their varied proficiency levels. They can get feedback and suggestions from those who are capable of writing the text properly in a positive aspect. Al-Bashir et al., (2016) mentioned that feedback is important to improve the students' learning experience. By looking at their needs in learning English, peer feedback can be used to transfer the understanding between them. Through peer feedback, they are able to be more aware of the common mistakes regarding the writing process and to share their ideas with their friends, which leads to not feeling intimidated by their friends' feedback (Furqoni, 2019). The freedom that they feel can help increase their confidence in writing. In addition, Noroozi et. al. (2016) mentioned that argumentative peer feedback opens the students' opportunities to analyse their partners' arguments and understand the perspectives of others, which leads to high-quality writing of essays. These results align with the research from Cui et. al., (2021) that peer feedback has benefits to improve students' writing skills and self-efficacy. Along with these benefits, it is proven that peer feedback is worth to be applied in the classroom setting. Furthermore, peer feedback also gives the students the opportunity to actively participate in classroom activities (Kuyyogsuy, 2019). The student participation means a lot to the success of the teaching and learning process. Here, the teachers can also know whether the students understand the materials or not. As a result of their enthusiasm in class, the learning method also moves from teacher-centred to student-centred (Ruru & Sulisty, 2020). This can help the teaching and learning process be more focused on developing student abilities in writing.

Based on the phenomena stated above, numerous research has been done concerning peer feedback as a learning strategy to enhance writing skills. Kurniawati (2021) investigated the students' response to the implementation of peer feedback among EFL university students. In addition, Rachmayani (2018) conducts the same research with different participants, namely the students in senior high school. The research confirmed that the participants had positive attitudes in the direction of the implementation of peer feedback. However, there is no clarification concerning the type of text that she used. Research conducted by Kurniawati (2022) also had comparable research focusing on the implementation of peer feedback in writing recount text. However, none of the preceding research discusses the students' perception of peer feedback to improve skills in writing

analytical exposition text. Moreover, there is only minimum research related to the perception and challenges on the implementation of peer feedback on specific text, especially analytical exposition text.

To fulfil the gaps within the research, the researchers conducted research to explore the students' perception of peer feedback in writing analytical exposition text due to the importance and difficulties in creating analytical exposition text. The result of this research can help the teacher to know the benefits and the drawbacks experienced by the students during the implementation of peer feedback in writing analytical exposition text to help the students create an analytical exposition text correctly. The teacher also can make adjustments to the implementation of peer feedback based on the drawbacks.

Based on the explanation above, the researchers conduct the present research with the aim to describe the students' perception on peer feedback as a social affective strategy to improve skills in writing analytical exposition text and explain the challenges they faced.

Research Method

In conducting this research, the researchers used a descriptive qualitative method. Lambert & Lambert (2012) mention that the aim of the qualitative descriptive method is the entire summarization, in ordinary terms, of a particular event in contact with individuals or groups. Their concept has been seen as having a tendency to the cognizance of naturalistic inquiry, which mentions the dedication to discover something in the natural situation to the quantity feasible inside the context of the research arena. Therefore, Lambert & Lambert (2012) additionally introduce that there may be no pre-choice of having a look at variables, no manipulation of variables, and no dedication to one of the previous theoretical evaluations of goal phenomena.

The research was conducted at SMA Widya Gama Malang. The researchers took one class at the eleventh grade of the odd semester. The eleventh graders were chosen due to the basic competencies (KD) and applicable curriculum that requires them to be able to master certain types of texts, including analytical exposition text. The participants were 15 senior high school students which had already applied peer feedback as a social affective strategy in studying analytical exposition text in the textual content in offline classes.

There were two types of instruments utilized by the researchers, namely open-ended questionnaire and interview guide which were used to give profound information to the learners' perceptions of peer feedback as a social affective technique in writing analytical exposition text. The questionnaire was written in English and the interview was conducted using Bahasa Indonesia. The questionnaire consisted of 10 question items adapted from Kurniawati (2021) and Kurniawati (2022). Some of the questions asked about the students' perception and challenges after the implementation of peer feedback in writing analytical exposition text. Moreover, the questionnaires contained 8 question items about the students' perception and 2 about the challenges which had been validated by the expert in the field. Furthermore, the researchers conducted an interview to clarify and seek deeper information about the students' answers to the questionnaire by using the interview guideline.

The data were collected from the students through an open-ended questionnaire of approximately 40-50 minutes. However, the researchers only chose 7 students to be interviewed. The interview was conducted online by using WhatsApp chat. Furthermore,

the researchers created the transcription based on the chat. Lastly, the researchers synthesized the data from the questionnaire and interview, then analyzed the result.

To answer the research question, the researchers analyzed the data by using three steps created by Ary et al. (2010). The first step in the research involved familiarization and organization of the data. This motion called for the researchers to reread the notes and transcriptions to assist the researchers in organizing data. The next step was to begin with coding and reducing the process. This process was associated with the improvement of the idea collected from the uncooked information and then decreasing some of the codes into a few workable categories. The ultimate was decoding and representing. In this step, the researchers brought out the way and gave related to the end result and offered the studying paragraphs.

Result and Discussion

After accumulating and analyzing the data, in this part, the researchers show the findings and communicate the result which can be presented as follows.

The students' perception of peer feedback as a social affective strategy to improve writing analytical exposition text

Effectiveness and importance

The researchers used a few inquiries to describe the students' perception associated with the effectiveness of peer feedback in writing analytical exposition text. The outcomes confirmed that peer feedback turned powerful in helping students to revise their text. Moreover, they had the potential to know the errors associated with their writing.

7) *"Yes I do, because peer feedback makes me know what I missed like my grammar or I don't write the text correctly."*

10) *"Yes, because it makes it more effective to write exposition text. However, my friends there is a slight error in correcting my writing."*

15) *"Yes, I think I get the peer feedback that helps me to understand how to write exposition text and I didn't get insecure because the correction was made by my friend."*

Based on students seven, ten, and fifteen as the representatives of all students, they had positive attitudes toward the effectiveness of the peer feedback. The researchers concluded that peer feedback was beneficial to them. Secondly, they had a chance to know the errors related to their writing. Mostly the feedback was on the students' grammar and missing letters. The remarks that they were given may be an attention in revising their textual content and it additionally helped enhance their information in writing analytical exposition text in the textual content. The result was in line with the research performed by Fatma & Putri (2019) that peer feedback is a powerful approach and causes higher results.

6) *"Not really, because we can look on Google to improve our writing, and we can use feedback from the teacher to see what is wrong."*

14) *"Yes, it is important because we can know how to analyse exposition text."*

2) *"For me it's important because I can get a lot of suggestions and know that something is missing in my writing."*

Here, the next question was about the significance of peer feedback. Most students thought that peer feedback was notable for enhancing their writing, mainly in the

analytical exposition text in the textual content. They additionally delivered that it enabled them to discover ways to examine analytical exposition text in the textual content correctly. It is also linear to Masysyarah, Nainggolan, & Suka's (2020) research that it helped to improve the students' writing achievement and language use. Nevertheless, the student also found that peer feedback did not bring a significant impact on their writing skill because of the presence of the internet. It was also proven by the theory from Muamaroh & Pratiwi (2021) that the students were unsatisfied and mistrusted the feedback from their friends.

Helpfulness and Relevance

The use of peer feedback to enhance writing skills has numerous effects on students. Hence, the researchers gave the students a few inquiries to understand whether or not the peer feedback was beneficial and the comments that the students were given from their peers were relevant.

14) *"No, because my friend doesn't understand the exposition text."*

7) *"Sure, very helpful because from peer feedback, I can know the parts that are lacking in my writing. Maybe there are some parts that are hard to read."*

2) *"Very helpful because from the bad feedback, I can find out what parts are missing in my writing because there are difficult parts."*

Based on the answer from students seven and two, peer feedback assisted them to recognize their necessity in order to create a great analytical exposition text. The feedback was in the form of grammar and sentences that were hard to read. It was linear with the result from Cui et. al.'s (2021) research, peer feedback had a role in improving students' writing skills. Thus, this result also found that the feedback was affected by the students' low understanding of the analytical exposition text. Zhu & Charles (2018) also said that the feedback may be less reliable and not be objective, which was influenced by the students' knowledge and skills in providing feedback.

6) *"That really helps me to know what I missed."*

15) *"The feedback I got is that I can make some exposition text. I know what is the structure and what is the example about exposition text."*

2) *"The feedback I got was very precise and easy to understand and quite relevant, but there was some wrong feedback in the use of language."*

10) *"My friend gave me incorrect feedback in grammar and because of my friend's mistakes, I can understand the text more clearly and in detail."*

Furthermore, the students were asked about their opinion concerning the feedback given by their peers. This observation discovered that most of them were given feedback on their grammar. In their interview, they mentioned that the feedback was related to the present tense and the structure of the text. These results were in line with the research conducted by Elfa (2020). She found that the students struggled to understand the text structure, language features, vocabulary, and mechanism. In spite of that feedback, they found that they had a different understanding of grammar. It was also found that some students gave incorrect feedback. Along with the feedback, they still could learn something from it. As explained by Saito and Fujita (2004, as cited in Bijami et al., 2013), peer feedback had a tendency to be biased due to the students' friendship, reference, purpose of feedback, and lack of differentiation.

Influence and feeling

Focusing on the implementation of the peer feedback affected the students' feeling which led to the influence on themselves. This part was decided to describe the influence of peer feedback and the students' feelings related to it.

15) *"I think I become open-minded because we can learn to accept and reject the opinion from my friend"*

10) *"So after getting advice from my friend, it improves my critical thinking. I need to correct it again because my friend made a mistake in correcting my text and I had to correct it again."*

The results revealed that the students became more open-minded and also improved their critical thinking. Based on the interview, The reasons were they could learn to accept and respect the ideas from their peers. Then, they also could learn to find the incorrect feedback and find the truth which led to improving their understanding towards the analytical exposition text. The students' overall performance in writing became advanced. Lestari (2019) added that peer performance affects students' performance in writing. In particular, they had become more conscious of the writing process, superior in questioning, and advanced their social interaction skills (Kuyyogsuy, 2019).

Besides, the students became more confident in their writing and helped them to be more socially active. Peer feedback could enhance the students' confidence and make them free to state their feedback (Fatimah & Suharto, 2017). They were more aware of the common mistakes related to the writing process and capable of expressing their ideas to their friends, which led to not feeling intimidated by their friends' feedback (Furqoni, 2019).

14) *I become more confident when writing exposition text because the text is corrected by my own friends.*

15) *I feel helpful because my friends give me their opinion and I can interact about that with my friends.*

The challenges faced by the students while implementing peer feedback in writing analytical exposition text

As stated before, the implementation of peer feedback had several advantages. However, it did not rule out the possibility of the presence of any disadvantages. In this section, the researchers describe the students' disadvantages and challenges in accepting and rejecting the feedback from their peers while implementing peer feedback in writing analytical exposition text.

Disadvantages and challenges

Some students experienced numerous drawbacks of peer feedback. First, the peers did not absolutely understand the materials of the analytical exposition text. Second, the peers have different English proficiency, which led to some incorrect feedback. As a result, the feedback made their peers get confused. Based on this evidence, it can be concluded that the results were in line with Zhu & Carless's (2018) research because the factors led to the students' difficulties to understand the feedback.

7) *"Yes, if my friends give the wrong opinion and it makes me confused."*

14) *"I experienced it a little because my friend lacked understanding of the exposition text"*

10) *"Maybe my friend doesn't understand the grammar. So if there is a grammar that is correct then it is blamed by my friend."*

The next question was about their action if the feedback they got were not in line with their expectation. Based on the answers of students fifteen, fourteen, and six, it was found that they had the tendency to recheck their feedback and make sure whether their answer was correct or not. They would seek help to make sure about the feedback that they got such as from the internet, the teacher, or their peers who had better English proficiency. This was in line with Wang (2015) that the students experienced a lack of trust in the feedback received from their peers. Irwin (2017) stated that peer feedback should not be standing alone and replace the other types of feedback. He recommended combining peer feedback and teacher feedback to broaden the students' knowledge.

15) *"Maybe I will search on the internet and make sure the answer is correct."*

14) *"I will ask those who understand it better, for example asking the teacher."*

6) *"Checking my answer two times to see if I'm or my friends wrong when giving feedback."*

Lastly, the students were asked how they accepted or rejected their peer feedback in writing analytical exposition text.

14) *"I accept because there are some grammatical errors that are not correct. I refused when I felt my grammar and writing were correct."*

2) *"I will accept because I know that there are some mistakes in my writing. I will refuse because I feel that my writing is correct."*

Moreover, the students were asked about their challenges in accepting or rejecting their peer feedback in writing analytical exposition text.

2) *"I'm afraid of hurting my friends when I reject my friends' suggestions. I have to ask my teacher to make sure that the writing is correct or not."*

10) *"I prefer to fix it without blaming my friend, because it is not good to be reprimanded"*

13) *"I'm ashamed to reject the opinion given and I will accept it because I know my colleagues are less cooperative."*

Overall, the challenges faced by the students while implementing peer feedback in writing analytical exposition in textual context were they would attempt to take the feedback and also the quality of feedback into some consideration. Based on the interview, they were not using the feedback entirely. They tended to correct it and use the correct one. Furthermore, some students were afraid to refuse feedback. As a result, they would correct it by themselves or with their friends who had better English skills or their teacher. This result was in line with Kurniawati (2021) that the students had the tendency to be afraid of rejecting the feedback because of their friendship.

Conclusion

This research found that the students in the eleventh grade showed positive perceptions towards the implementation of peer feedback. Peer feedback helped them in writing by correcting their mistakes. Since the corrections were made by their friends, it led to positive feelings they felt. They felt freer and more confident in receiving feedback from their peers. It was shown to be effective to enhance their capabilities in writing analytical exposition text since they needed to think critically in giving feedback, which led to improve their critical thinking.

On the other hand, the students faced some challenges during the peer feedback, especially in accepting and rejecting the feedback. They tended to accept any feedback given by their peers and adjust accordingly. Therefore, they needed additional feedback from credible sources, for example, their teacher, the internet, or their friends who had

better English proficiency. Thus, it can be concluded that the peer feedback is an excellent approach to enhance the students' capability in writing analytical exposition text even though there are some areas that still need to be improved.

Some suggestions are directed to English teachers and future researchers. For the English teachers, it is suggested that they consider to implement this strategy in the teaching and learning process while providing further understanding on how to give relevant feedback and types of aspects that need to be reviewed. Furthermore, for the future researchers, they are recommended to find out whether the students' proficiency level affects the way they give the feedback on their peers' writing.

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