THE INFLUENCE OF PEER CORRECTIVE FEEDBACK (PCF) ON STUDENTS' WRITING SKILLS IN HORTATORY EXPOSITION TEXT

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Abstract: This study aims to determine the influence of peer corrective feedback (PCF) treatment on students' writing skills in the hortatory exposition text of grade XI in the second semester of vocational high school. This research used a quasi-experiment with a non-equivalent pre-test and post-test control group design. The data were collected from forty-three students from the experimental and control groups through observation, tests including pre-test and post-test, and treatment through feedback responses and PCF form for the experimental class. The data were analyzed by using a paired sample t-test to compare the writing skills in each of the two classes, and an independent sample t-test to determine the influence of peer corrective feedback on students' writing skills. The paired sample t-test indicated a significant difference in writing skills between both classes. The independent

sample t-test showed that peer corrective feedback positively influenced students' writing, helping with the correction and revision process, as a result, it is improving their hortatory exposition writing skills. It also enhanced their learning experience and motivation in the classroom as it was supported by more interactive and communicative learning through a collaborative learning environment.

Keywords: *collaborative learning, hortatory exposition text, peer corrective feedback, student learning, writing skills*

INTRODUCTION

Learning English is important because it has many benefits in aspects of life including technology, communication, and in professional life (Yolanda et al., 2018). In educational realm, especially in secondary schools in Indonesia, English language learning is part of the curriculum including in vocational high school or *Sekolah Menengah Kejuruan* (SMK). According to the decision of the Minister of education, culture, research, and technology No. 56/M/2022 English in the vocational school is included in the vocational subject group (group B) which supports students in recognizing the needs of the work environment as well as science, technology, art, and culture (Permendikbud, 2022). However, English language learning at the vocational school in Indonesia generally has a limited amount of time compared to senior high school. Therefore, a learning strategy is needed that can support students in achieving their English language skills.

One of the English learning skills that needs more learning times is writing skill. This skill encompasses a cognitive and productive process that discovers and develops ideas into text (Nunan, 2001; Elfiyanto & Fukazawa, 2020). Writing is a skill taught in schools that was implemented in the 2013 curriculum (Sailah & Halim, 2022). In vocational school, writing skill aims to provide students with written communication skills that fulfill their academic needs and their careers after graduation. Based on the 2013 curriculum in vocational high

schools, hortatory exposition is one of genre texts students at vocational school learn. This text is a type of text that is used to convince or invite readers or listeners to do something or take certain actions. Hellen and Hafizh (2014) explain that this type of text is called argument text. Therefore, writing hortatory exposition text is important because it has a clear structure, such as a thesis, supporting arguments, and recommendations so that it can help students understand and master how to compose well-organized writing.

The students must comprehend the cognitive processes that go into writing assignments, such as organizing, translating, revising, and reviewing (Shin, 2008; Nabiryo et al., 2020). Sujito et al. (2018) argue that writing is a very complex skill to master that include the mastery of vocabulary knowledge, spelling, and grammar. When the students do not master these aspects, their writing is usually poor (Alemi et al., 2022). Therefore, in its implementation, revision activities need to be carried out as one of the steps to ensure the quality of student writing and reduce the possibility of errors in the next writing. In activities involving writing and revision, we can observe the progress students have made (Oshima & Hogur, 2007; Lufita, 2019). Furthermore, students need supportive strategies during revision activities that can help them such as reflection and feedback activities. Receiving feedback allows students to effectively understand their writing ability.

Additionally, writing has five important component elements, including content, organization, vocabulary, language use, and mechanics (Jacobs et al., 1981; Shanorra et al., 2021). However, students can make various types of errors such as spelling errors, and grammatical errors (Utami & Arianti, 2023). They tend to write and correct errors based on what they remember and know rather than based on the correct form. This is in line with Sembiring (2017) as cited in Ingdriawati (2023), teachers usually need sufficient time to provide feedback activities for students.

Teachers can apply peer corrective feedback (PCF) to facilitate the students' writing. In PCF, students give each other constructive feedback to help reduce their errors and improve their writing skills.

This activity can also be used to support students in the implementation of specific revision strategies by engaging them to create texts focused on identifying specific error patterns (Bitchener & Ferris, 2012). Thus, PCF in writing is a type of assessment carried out by students with the same position and an alternative in helping students improve their writing skills by contributing corrections, comments, opinions, suggestions, and ideas (Lasti'ah, 2021). In PCF, students not only receive feedback in the form of comments or suggestions but also help identify the location of errors in student writing and provide more targeted comments and suggestions from their peers to help them produce better quality writing.

Then, feedback from teachers tends to focus on giving scores rather than providing sufficient and specific feedback on what needs to be improved in students' writing. Siregar et al. (2022) state that the majority of students are still having trouble in writing which reduces their motivation to participate in the process. It means that educational institutions, still pay less attention to the needs of the students so graduates are less ready to apply knowledge because they are too focused on theory and limited in skills (Gaffar et al., 2023). Therefore, with limited learning time at school, students' skills in English writing may also be limited.

Considering the benefits of PCF in writing, this research focuses on the significant difference of using PCF during writing skills by the students at Ad-Dimyati integrated vocational school grade XI and the students' writing skills after the use of PCF in helping them identify and revise their writing errors. Appropriate methods and strategies are needed to support the learning process which can develop the students' writing skill. This is in line with Gaffar et al. (2023) that one strategy to improve English language skills and make English easier for students is to adopt interesting learning in the classroom.

Some previous studies have addressed similar topics to ensure the quality and relevance of the data, considering the limited resources and access to data in a comprehensive global scope. These previous studies show that, students at universities find it easier to correct the use of vocabulary and language through classroom observation during

the writing learning process and the outcome of students' writing by applying PCF (Fatoni, 2018). Then, another study conducted by Flora et al. (2020) profoundly examined that PCF can be one of the options for improving the quality of students' writing because it significantly improved the quality of writing in the English language. Furthermore, Lasti'ah's (2021) research examined the faults in linguistic features that arise in students' writing and how modified PCF to minimize the errors. The result of the study showed that the use of modified PCF is useful in improving students' writing skills, especially in writing dialogue.

Because these previous studies conducted the research in the non-vocational school, this current research examined the influence of using PCF for students' writing skill at vocational school. The students at the vocational school are prepared to get into the professional world, where English language skills are important (Yolanda et al., 2018). Then, this research used quantitative methods to find out the influence of PCF on students' writing skills in vocational high schools, particularly with hortatory exposition material based on actual writing data, remains limited. Hortatory exposition texts help vocational high school students train to communicate ideas clearly and convincingly also develop critical thinking skills by analyzing problems and providing arguments, both of which are important in the professional world. The writer must convince readers and listeners through arguments related to the problem discussed (Yanwar, 2020).

The significance of this research was conducted to find out the influence of PCF on students' writing skills in hortatory exposition text as one of the feedback strategies to help correct and revise their writing errors and also to help students improve their writing skills. The research questions are formulated as follows:

1. Is there a significant difference between the writing skills of students who use PCF and students who do not use PCF in helping them correct and revise their writing errors?

2. How are students' writing skills after the use of PCF in helping them identify and revise their writing errors?

METHOD

Research Design

This research conducted a quasi-experimental design with a nonequivalent pre-test and post-test control group design. Fraenkel et al. (2012) state that quasi-experiment design does not require researchers to randomly assign subjects into groups. In the non-equivalent pre-test and post-test control group design, the two groups are selected without random assignment and both groups are given a pre-test and post-test, but only the experimental group receives treatment (Creswell & Creswell, 2018). This study consisted of two groups, namely the experimental group and the control group, where only the experimental group was given the PCF treatment, and the control group is only compared without treatment. However, both groups were given the same pre-test and post-test.

Research Setting and Sample

This study was conducted at Ad-Dimyati integrated vocational school Bandung for students in grade XI. The initial outcome shows that students' writing skills are still lacking, which is caused by a lack of learning strategies and interactions that support writing skill improvement, such as providing feedback on learning outcomes. The sample in this study was class XI.3 as an experimental group of 23 students and XI.4 as a control group of 20 students. So, the researcher selected 43 students as samples. The sample was selected using a purposive sampling technique.

Instruments and Data Collection Procedure

This research used observation, tests including pre-test and post-test, and the different treatment of PCF as presented in Table 1.

Table 1.
Research Activities in Each of Two Classes

Data Collection	Control Class	Experimental Class
Observation	Learning activities for writing hortatory	Learning activities for writing hortatory exposition text

	exposition text without the intervention of additional treatment.	enhanced with PCF intervention and treatment.
Pre-Test	Write a draft of a simple hortatory exposition text on a topic related to an issue or problem about education or social media.	Write a draft of a simple hortatory exposition text on a topic related to an issue or problem about education or social media
Treatment of PCF	Students are given a grade and then revise their writing without help from any intervention	Students were divided into groups and exchanged their writing with each other. After students read their peers' writing, they gave a check mark or cross mark related to the writing component on the feedback response adapted by Ferris (2003). Then they filled in the peer corrective feedback form adapted by Bitchener and Ferris (2012) by correcting by underlining to mark errors, providing comments, and suggestions on their peers' writing, then they revised their writing based on the feedback given by their peers.
Post-Test	Write a draft of a simple hortatory exposition text on a topic related to environmental or health issues or problems in the school environment.	Write a draft of a simple hortatory exposition text on a topic related to environmental or health issues or problems in the school environment after being given treatment.

Validity and Reliability of the Instruments

To validate the instruments, the researcher used content validity which refers to the core competencies, basic competencies, and learning indicators of the English Language for vocational school class XI semester 2 in the 2013 curriculum with hortatory exposition text material, and the type of construct validity to assess student writing results which refers to the Brown and Bailey assessment rubric (1984) as cited in Brown (2006) which assesses five writing components namely organization, content, language use, style and mechanics. The

results of the construct and content validity tests showed that the evaluation instrument developed had been declared valid and could be used for research by subject matter experts, namely English teachers. Then for reliability use the type of interrater reliability. The interrater reliability test result of 0.966 showed that the test instrument developed was reliable and consistent.

Data Analysis

Data analysis in this study includes analysis of pre-test and post-test results for the control class and analysis of pre-test and post-test results and the influence of PCF for the experimental class. The data analysis of this study consists of four stages including the *Paired Sample T-test* to determine the difference in writing skills in each of the two classes, the normality test uses *Shapiro-Wilk*, the homogeneity test uses *One-Way ANOVA*, and the *Independent Sample T-test* to determine the influence of peer corrective feedback on students' writing skills uses IBM SPSS Version 23. The normality test and homogeneity test were conducted as prerequisites before conducting the hypothesis test. The results of this data analysis were compared between the experimental group and the control group to determine whether there is a significant difference in the writing skills of students who use PCF and who do not use PCF to help correct and revise their writing errors.

FINDINGS

The results of this research are presented based on the results of data analysis and grouped based on research questions.

The significant difference on the use of PCF in students' writing skill

The data analysis in this section presents the results of the differences in students' writing skills in hortatory exposition text in both of classes through the tests conducted. After analyzing the control class data, the pre-test results showed that the mean score of the control class was 71.55 with a minimum score of 59 and a maximum score of 78 with a standard deviation of 4.605. Then, in the pre-test of the experimental class, it was found that the mean score was 68.52 with a

minimum score of 55 and a maximum score of 76 with a standard deviation of 5.704 (see Table 2).

Table 2.
Descriptive Statistics of the Pre-Test Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Control_Class	20	59	78	71.55	4.605
Experimental_Class	23	55	76	68.52	5.704

Then, the results of the analysis of post-test scores showed that the control class had a mean score of 74.20 with a minimum score of 60 and a maximum score of 90 with a standard deviation of 6,764. Then the results for the experimental class found that the mean score was 82.57 with a minimum value of 65 and a maximum value of 93 along with a standard deviation of 7.210 (see Table 3).

Table 3.
Descriptive Statistics of the Post-Test Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Control_Class	20	60	90	74.20	6.764
Experimental_Class	23	65	93	82.57	7.210

The difference between students' writing skills scores based on the pre-test and post-test results of the two classes shows that the mean pre-test results of the control class initially had a higher pre-test score than the experimental class. To see the comparison of significant differences in writing skills in hortatory exposition text between the two classes can be seen through the paired sample t-test results in Tables 4 and 5.

Table 4.
Paired Sample T-Test of Control Class

	Paired Samples Test					
	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pretest_Cont - Posttest_Cont	-2.650	4.591	1.027	-2.581	19	.018

Table 5.
Paired Sample T-Test of Experimental Class

Paired Samples Test						
	Mean	Std. Devia tion	Std. Error Mean	t	df	Sig. (2-tailed)
Pretest_Exp - Posttest_Exp	-14.043	6.197	1.292	-10.868	22	.000

The paired sample t-test in Tables 4 and 5 obtained between the two classes is also significantly different, where treatment was not given to the control class which showed a data significance of 0.018 < 0.05 and the experimental class that received treatment showed a data significance of 0.000 < 0.05. In this case, we can see that there is a difference in writing skills between students who received PCF treatment and those who did not receive PCF treatment in helping them to correct and revise their writing errors.

The results showed that there was a significant difference between the pre-test and post-test in each class and there was a greater improvement in the experimental class compared to the control class. A comparison of pre-test and post-test results between the control class and experimental class can be seen in Figure 1.

Figure 1.
The Comparison of the Score between Control Class and Experimental Class on the Students' Writing Skills in Hortatory Exposition Text
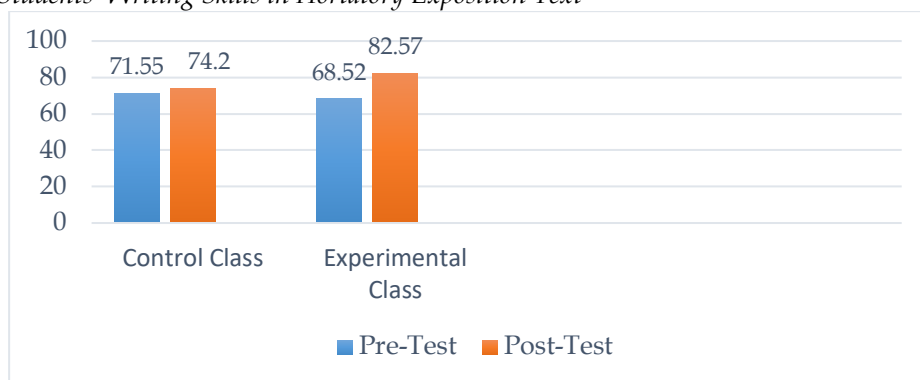
Students' writing skills after using PCF in helping them to correct and revise their writing errors

Data analysis and statistical calculations were conducted to determine the influence of PCF on students' writing skills in hortatory exposition texts. Table 6 shows the improvement between the pre-test and post-test in both classes.

Table 6.

Percentage Result of the Improvement of Students' Writing

Variable	Pre-Test	Post-Test	Improvement
Students' Writing Skills in Hortatory Exposition Text on Experimental Class	68.52	82.57	20.5%
Students' Writing Skills in Hortatory Exposition Text on Control Class	71.55	74.20	3.70%

Table 6 shows that the writing skills of the experimental class students who were given the treatment improved by 20.5%, which is greater than the control class which only improved by 3.70%. It can be stated that the PCF treatment in helping students correct and revise their writing influences on students' writing skills in hortatory exposition text.

In conducting hypothesis testing using the paired sample t-test and independent sample t-test, several prerequisite tests are needed, namely the normality test to ensure that the data is normally distributed and the homogeneity test to ensure that the data has a homogeneous variance. Based on the results of the data normality and homogeneity test, it shows that:

Normality Test

The normality test results can be seen in Tables 7 and 8.

Table 7.

The Result of the Normality Test Control Class

	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest_Cont	.905	20	.051
Posttest_Cont	.954	20	.436

Table 8.
The Result of the Normality Test Experimental Class

	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest_Exp	.921	23	.069
Posttest_Exp	.935	23	.138

Based on the results in Tables 7 and 8, it can be seen that the significance value (sig.) of the control class pre-test results is 0.051> 0.05 and the experimental class pre-test results are 0.069 > 0.05. Then, the significance value (sig.) of the post-test results of the control class was 0.436 > 0.05 and the post-test results of the experimental class were 0.138 > 0.05. It can be concluded that the distribution of pre-test and post-test data on students' writing skills in a hortatory exposition of the two classes is normally distributed.

Homogeneity Test

The pre-requisite test before the second hypothesis test in this study is the homogeneity test. The homogeneity test result can be seen in Tables 9 and 10.

Table 9.
The Result of The Homogeneity Test in Pre-Test

Levene Statistic	df1	df2	Sig.
.351	1	41	.557

Table 10.
The Result of The Homogeneity Test in Post-Test

Levene Statistic	df1	df2	Sig.
.792	1	41	.379

Table 9 shows that the significance value (sig.) of the pre-test of both classes is 0.557 and Table 10 illustrates that the significance value (Sig.) of the post-test of both classes is 0.379 which means the value of both tests from both classes is greater than 0.05. It can be concluded that the sample variance is homogeneous.

Independent Sample T-Test

An independent sample t-test was used after the normality test and homogeneity test. The results of this testing are presented in Table 11.

Table 11.
The Result of Independent Sample T-Test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result of Post test	Equal variances assumed	.792	.379	-3.90	41	.000	-8.365	2.142	-12.692	-4.039
	Equal variances not assumed			-3.92	40.743	.000	-8.365	2.132	-12.673	-4.058

Table 11 shows that the results of the independent sample t-test hypothesis test reveal that there is a significant (2-tailed) influence between the writing skills of the experimental class and the control class, seen from the significance value (sig.) of 0.000, which means it is lower than 0.05. Based on this data, it can be stated that the PCF treatment given to help students correct and revise their writing has an influence on their writing skills with the improvement they get in learning outcomes.

DISCUSSION

Based on the findings, there is a significant difference in the experimental class before and after being given PCF treatment compared to the control class that does not use treatment. This can be seen from the results of the paired sample t-test and independent sample t-test presented in Tables 4,5 and 11. It is stated that students experienced an improvement in their writing skills on the hortatory

exposition text after they received PCF in the classroom. This is in line with Ilahi et al. (2018) that the implementation of learning by applying PCF makes learning activities in the classroom more effective and interesting for students. With PCF, students tend to get feedback with language and examples that are easier to understand because students are more aware of each other's challenges and needs during the writing process with an increase in students' active involvement and participation in the learning process. Feedback from peers involves students acting as assessors and test takers. This encourages active and independent learning through social interaction (Simonsmeier et al. 2020). Although collaborating in this PCF provides students with more opportunities to exchange ideas and learn (Lasti'ah, 2021). In more detail, students like to provide corrective feedback in writing on errors that they consider important, suggesting that they are more focused on correcting specific errors and deficiencies (Phe, 2023). In addition, peer correction of errors not only makes students more aware of the errors but also improves their overall academic writing skills (Itmeizeh, 2016; Ruru & Sulistyo, 2020).

PCF also facilitates a collaborative learning environment, so students can learn from each other because positive student interactions can be created through collaborative learning (Van Leeuwen & Janssen, 2019). This approach is in line with Vygotsky's (1978) as cited in Fatoni (2018), social interaction theory known as the scaffolding concept, where students' cognitive development is facilitated through guidance and interaction with more knowledgeable peers. This is also in line with the theory of the Zone of Proximal Development (ZPD), which is the stage of development where individuals can develop skills with help and feedback (Vygotsky, 1978; Hyland, 2003). In the implementation, students communicate and discuss the results of their writing or work more specifically to help each other improve their writing. Thus, a well-organized and well-prepared learning model for students has impacts that can help enhance students' activeness and engagement with learning (Cangelosi, 2014). The learning model must be well-prepared because it affects the learning that will be carried out. So, establishing learning

activities for students in collaborative learning involves mindful, deliberate work to ensure that the exercises are pertinent to the students and have the potential to build on their prior knowledge and experience (Mapile & Lapinid, 2023). With learning more prepared and adapted to the needs of students will facilitate student understanding. This is intended to stimulate students' interest and motivate them to participate actively in their education (Tanjung & Kurniawan, 2024).

Providing peer feedback is regarded as good for students' writing since it makes them more active in engaging with the assignment process and specific requirements (Huisman et al. 2018). The application of PCF makes students more involved in the writing process and can develop a deeper understanding of the components of writing as evidenced by the results of their improved writing skills test, this means that the use of feedback that focuses more on correcting students' errors provides more encouragement to make their writing better, usually this research was carried out in writing classes to improve the level of accuracy in composing writing.

Getting PCF makes students more confident in learning and developing their writing skills because students do not feel intimidated compared to when receiving feedback from the teacher. Cho and Schunn (2007) as cited in Wu and Schunn's (2021) research shows that students get more benefit when receiving feedback from friends rather than just from a teacher. Feedback from peers can increase students' motivation make them more responsible, and increase their self-confidence (Topping, 2000; Zeqiri, 2011). Berg (1999) as cited in Rouhi et al. (2020) says that when receiving feedback from teachers, students are often expected to combine all the points given by the teacher from A to Z. So, in previous research comparing teacher and peer feedback found that peer feedback may be slightly more effective than teacher feedback (Iriarte & Alastuey, 2017).

Additionally, PCF is used as an interactive activity in learning to write to help students correct and revise their writing. The PCF process allows students to learn together with each other, with this, students can develop communication and collaboration skills by discussing, and exchanging opinions and knowledge, and can generate

a sense of empathy by helping each other with their difficulties in the writing process by identifying errors in their writing with each other. Therefore, based on the results that have been found, the researcher concludes that the application of PCF in helping students correct and revise their mistakes in writing can influence their writing skills in hortatory exposition text.

CONCLUSION

The applying of PCF for students in the writing process shows a positive influence in improving students' writing skills, learning experience, and motivation through interactive and communicative learning. Students can exchange ideas, opinions, and suggestions in making improvements to form better writing results through PCF activities. Therefore, teachers should pay more attention to learning strategies because they are important for improving students' skills.

By overcoming challenges and encouraging a supportive environment, educators can maximize the positive influence of PCF on student learning and development. Although there are still shortcomings due to limited time, further researchers are expected to conduct more in-depth research with more specific aspects related to the application of corrective feedback in another skills.

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