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THE EFFECT OF PEER FEEDBACK ON STUDENTS' WRITING ANXIETY AND STUDENTS' WRITING ABILITY

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Abstract

The complexities of writing that require the learners to understand certain level of linguistic knowledge, writing conventions, vocabulary mastery and grammar create anxiety among the students when they practice writing in English. Anxiety itself can obstruct students' writing ability. Students with high anxiety tend to have low writing ability. Hence, a teaching strategy needs to be created to handle this problem. Peer feedback technique is one of the strategies that is assumed to help the students create conducive learning environment that affects their writing skill. Applying two groups post-test quasi-experimental research design, the present study aims to examine the effect of peer feedback on students' writing anxiety and students' writing ability. The data taken from both control group and experimental group were analyzed using independent sample t-test, then, continued to MANOVA. The result revealed that (1) the students who were taught by using peer feedback had lower writing anxiety than those taught using a conventional strategy; (2) the students who were taught by using peer feedback had better writing ability than those taught using a conventional strategy; (3) there was significant effect of peer feedback on students' writing anxiety and their writing ability. To get more comprehensive result, it is recommended for further researchers to use two group pre-test post-test and to compare the use of peer feedback with another technique.

Key words: Peer Feedback, Writing Anxiety, Writing Ability

Introduction

Mastering the basic skills of English (listening, speaking, reading and writing) as well as some language components (phonology, vocabulary and grammar) is not quite easy task for EFL learners. Many problems emerge as they feel suppressed since their English is bad, they do not want to practice English (Elaldi, 2016). They are afraid to make an error thus they have anxiety on English among the students.

Among the four skills, writing is one of the skills which is important to be taught. It becomes a measure for academic success (Jahin, 2012). However, it is difficult skill to be mastered since it needs high comprehension (Setiyana, 2015) that cause the students tend to avoid writing. As stated by Richards & Renandya (2002: 303), "writing is the most difficult skill for second or foreign learners to master". It is because writing is a complex process of putting ideas down on paper to transform thoughts into words (Brown, 2001: 336) and certainly it requires a certain level of linguistics knowledge, writing conventions, vocabulary and grammar (Erkan & Saban, 2011). They also need to consider the flow of the ideas in order to be connected together as well as the link between clauses and sentences so that the readers can follow the sequence of ideas well. Thus, writing is known as the complex skill.

Writing complexities are able to produce anxiety among the student. As stated by Kara (2013), writing anxiety appears because of language complexity in general and complexity of writing as a skill in particular. Writing anxiety is defined as a "fear of the writing process that outweighs the projected gain from the ability to write" (Thompson as

cited in Kurt & Atay, 2007). It can be 'a general avoidance of writing and of situations perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing' (Hassan, 2001). Simply, writing complexities can create writing anxiety that lead the students to avoid writing or situations which require them to write while accompanied by evaluation.

Writing involves as much as anxiety since it is individual work which cause the students feel they are deprived of help, support and encouragement (Tsui cited in Kurt & Atay, 2007). Moreover, lack of knowledge in English structure, negative attitude toward writing, even negative writing experience in the past, insufficient writing proficiency in English, writing under time constraints, non-native-like expressions, fear of negative teacher's comments or feedback, low self-confidence (Al-Shboul & Huwari, 2015; Ho, 2016; Rezaei & Jafari, 2014) can be sources of writing anxiety among the students. However, the most common source is fear of teacher's negative feedback (Ho 2016; Rezaei & Jafari 2014; Jebreil, et.al 2015). Thus, the sources of writing anxiety do not only come from students themselves but also from their teachers or their friends (Wahyuni & Umam, 2017).

Anxiety that experienced by the students can affect the students' ability. It can hinder students' ability in composing English writing. As mentioned by Daly cited in Kurt & Atay (2007), students with high-anxiety compared to the students' with low-anxiety, tend to be less thoughtful, they are lower in quality, and less competent in their performance. Similarly, Al-Asmari (2013) also asserted that students who have high anxiety, they have low achievement. Furthermore, Badrasawi, et.al (2016) explored respondents' perception on their research that writing apprehension has a negative effect on students' writing performance. Then, the sources could be from students, instructors, and teaching learning setting.

Since writing is important to be taught, it is very crucial to find teaching technique for improving students' skill in writing along with reducing students' writing anxiety. According to Setiyadi (2006), technique is something which exists in language teaching and learning in the class. It has a role in language teaching and learning. A suitable technique in the class may foster students to involve in the classroom activity. It is a job for the teachers to find the suitable technique in teaching writing. In this case, the teachers should provide a technique to improve students' writing ability and to reduce students' writing anxiety dealing with fear of teachers' negative feedback.

Nowadays, peer feedback technique is commonly suggested to be used as the student-centered approach and process writing approach become the trend in writing classes (Setyawan, 2017). Basically, peer feedback referred to under different names such as peer response, peer review, peer editing, and peer evaluation (Bijami et.al, 2013). Peer feedback is about students providing constructive comments on a peer's work; it does not involve awarding of marks but is a formative step prior to submission of a piece of work (Khusnia, 2015). The students may start by writing on their own; once the first draft is done, their peers read it and comment on it. Then they revise it by considering their peers' remarks (Lee, 1997). It is usually done in groups, as stated by Hyland (2003), peer feedback is assigning students to groups of two, three, or four who exchange completed first drafts and give comments on each other's work before they revise them.

Peer feedback has many positive effects on students' writing classes (Jahin, 2012; Yastibas, et.al. 2015). By learning to evaluate one another's writing, students can learn new ideas and vocabulary and understand the criteria of good writing (Khusnia, 2015) and they can clarify and ask questions even discuss the responses instantaneously (Bartels, 2003) so that they can improve their writing assignment before submitting to their teacher. Besides, when the students are asked to give correction, they will be more motivated to read because it will help them in while giving correction. Thus, peer feedback is assumed to help the students creating conducive learning environment that affects students' writing ability.

Many studies have proved the positive effects of peer feedback on writing classes. Mittan's study (cited in Jahin, 2012) found the positive impacts such as enhancing positive attitudes towards writing within ESL/EFL learners; giving students a sense of audience; increasing their motivation and confidence in their writing; helping them learn to evaluate their own writing better. The other studies such as the finding of Yastibas, et.al. (2015) showed that most of the students liked using peer feedback in their writing classes. It made their learning environment less anxious and stressful because it helped the students collaborate with each other more. This collaboration helped them learn more from each other, according to the students.

Furthermore, Kurt & Atay (2007) also found that the mean scores of students' writing anxiety who do peer feedback are lower than those who do not. Then, the result of interview also showed that most of the students like implementing peer feedback because they could identify their mistakes, and gave them opinions to elaborate in their essays. Besides that, they can clarify the parts that were unclear and they can also help each other in using more appropriate vocabulary and correcting the grammar of their sentences. Similarly, Sujannah & Cahyono (2017) found that the use of self-selected topic and checklist-based peer feedback could improve the students' writing ability. The students know how to develop their ideas into a written text. They might have learned how to organize, elaborate, develop, and support their ideas by giving detailed information or facts from their classmates' work during peer feedback activity. They could also know aspects that need to be improved to have better quality of writing. They knew their strengths and weaknesses in writing since they could compare their work to their classmates' work.

Then, a study by Jahin (2012) also found that peer reviewing group participants experienced significantly less writing anxiety than the control group participants who got teacher feedback. Besides, there is a positive impact of using peer reviewing in participant's essay writing ability. In addition, Pratiwi (2016) studied the effectiveness of peer editing to teach writing skill from the perspective of students' creativity. She compared peer feedback technique to collaborative writing technique. Then, she found that students who were given peer editing had higher scores than students who were given collaborative writing. Thus, there are many facts show that peer feedback has positive effect on students' writing anxiety and writing ability.

However, some studies yielded negative effects of the use of peer feedback (Maarof et.al, 2011; Wakabayashi, 2013). Maarof et.al, (2011) resulted negative perception of the use of peer feedback in enhancing ESL writing. Along the same line, Wakabayashi (2013) found, there was no significant gains of students' writing performance although had been reviewed by their peer. The students perceived that peer feedback was less facilitative in enhancing their writing ability due to their peers were less proficient in giving feedback by not giving detail correction on their draft.

Since the research findings of the use of peer feedback activity in writing classes are inconsistent, more studies on peer feedback activity are needed and need further exploration. It is assumed to have general principles when applying peer feedback activity in order to succeed peer feedback activity. Kangni (2015) mentioned some tactics to make success peer feedback activity. It covers peer feedback training, suitable equipment, grouping process, teacher's role, emphasizing the positive peer feedback. The absence of the general principles when applying peer feedback activity might lead to unsuccessful peer feedback implementation (Setyawan, 2017). Thus, the general principles are necessary to be applied to succeed peer feedback activity. However, the previous studies are lack on implementing the general principles that contribute to succeed peer feedback activity. Thus, this study aims to test whether or not peer feedback can affect positively on students' writing anxiety and writing ability.

Depart from the background of the study, the present study seeks to find answers of the following research questions:

1. Do the students who are taught using peer feedback have lower writing anxiety than students who are taught without using peer feedback?
2. Do the students who are taught using peer feedback have higher writing ability than students who are taught without using peer feedback?
3. Is there any effect of peer feedback on students' writing anxiety and students' writing ability?

Based on the results of reviewing the previous studies, the research hypothesis can be set up as follows:

1. The students who are taught by using peer feedback have lower writing anxiety than the students who are taught without using peer feedback.
2. The students who are taught by using peer feedback have better writing ability than the students who are taught without using peer feedback.
3. There is significant effect of peer feedback on students' writing anxiety and students' writing ability.

Research Method

The research design of this study was quasi-experimental research with two groups post-test. As the researchers cannot randomly assign subjects to experimental treatments for a study, the experimenter had to use already assembled groups such as classes (Ary et.al, 2010: 26). Thus, this research used two intact classes: one class was as the experimental group and another one class was as the control group. Two of twelve classes of eleventh grade students of SMAN 6 Kediri were chosen by using cluster random sampling technique by using lottery. XI MIPA 3 consisted of 34 students was assigned as the experimental group and XI MIPA 2 consisted of 33 students was assigned as the control group.

Research Procedures

The two groups were investigated in 8 weeks. The experimental group were taught by using peer feedback while the control group were taught without using peer feedback. Both of them were given a post-test where they had to write an explanation text with certain theme at the 8th meeting. Peer feedback was trained to the experimental groups at the 2nd – 7th meetings. Thus, they received feedback from their peers. Whereas, the control group did not get feedback from their peers. Peer feedback was conducted at the revising and editing phases. However, the experimental group had already trained to have peer feedback activity equipped with peer feedback sheet before the treatment began. Thus, they knew what they had to do in the treatment process.

Research Instruments

To collect data two research instruments were used; writing test and questionnaire. Questionnaire was used to measure the students' writing anxiety while writing test was used to test students' writing ability. The questionnaire was adapted from Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004) which consisted of 22 items scored on five-point likert scale from 1 (strongly disagree) to 5 (strongly agree). The writing test consisted the instruction to write an explanation text with a minimum 3 paragraphs with the theme "how does flood happen?"

Before administering the instruments, validity test and reliability test were conducted. The results of validity test of the questionnaire were one item was invalid (10), then, twenty one items were valid (1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22). The invalid one was excluded. So, the total of the items was 21 items. Then, the result of

reliability test by using *Cronbach's Alpha* technique resulted 0.874 which indicated very high reliability. Furthermore, the writing test was validated first by the experts of writing then continued with construct and content validity. Afterwards, the writing test was tested to see the reliability by using inter-rater reliability. The result of this test was 0.846 indicated excellent agreement which implied that the two raters had excellent agreement on assessing students' writing ability.

Data Analysis

The data of this study were obtained from the questionnaire scores and writing test scores. The data of the questionnaire were 67 scores. Similarly, the data of the writing test were 67 scores. Afterwards, they were analyzed by using independent sample t-test, then, continued to MANOVA.

Finding

2 *Fulfillment of the Statistical Assumptions*

The fulfillment of the statistical assumptions was done to the test of normality and homogeneity. The tests were applied to the two kinds of data: writing anxiety scores and writing ability scores. The data were obtained from experimental and control group. The results of the test for each group were presented as follows:

Result of Normality Test

1. Writing Anxiety

The results of normality test were obtained from experimental and control group. The result of normality test of writing anxiety of experimental group showed 0.63 which meant that the students' writing anxiety who were taught by using peer feedback had normal distribution. The result of normality test of writing anxiety of control group showed 0.200 which meant that the students' writing anxiety of control group also had normal distribution. Henceforth, the students' writing anxiety both experimental and control group had normal distribution.

2. Writing Ability

The results of normality test were taken from experimental and control group. The result of normality test of writing ability of experimental group showed 0.200 which meant the students' writing ability scores of experimental group had normal distribution. Then, the result of normality test of control group showed 0.200 which meant that the students' writing ability scores of control group had normal distribution. In the conclusion, the students' writing ability scores both experimental and control group had normal distribution.

Result of Homogeneity Test

1. Writing Anxiety

The homogeneity test of writing anxiety was done for experimental and control group. Then, the results of homogeneity test of writing anxiety is 0.073 which was bigger than 0.05. It meant that the students' writing anxiety of the two groups were homogeneous.

2. Writing Ability

The homogeneity test of writing ability for experimental and control group was done. The result of this test showed 0.081. It was greater than 0.05. So, the decision was students' writing ability scores of the two groups were homogeneous.

Result of Writing Anxiety of the Experimental and Control Group

1. Data Description of Writing Anxiety

The data description in this part presented the results data which were obtained from the questionnaire. The description covered the mean, mode, median, minimum, maximum, and the frequency. The result of data description of writing anxiety of experimental group could be seen in Table 1.

Table 1 Data Description of Writing Anxiety of Experimental Group

Class Limit	Frequency
59 – 62	2
63 – 66	5
67 – 70	12
71 – 74	5
75 – 78	5
79 – 82	2
83 – 85	3
Mean	71,38
Median	69,50
Mode	69
Maximum	85
Minimum	59

Based on the Table 1, the mean of students' writing anxiety taught by using peer feedback resulted 71,38. The highest score was 85 and the lowest score was 59. Besides, the mode of experimental group was 69, while, the median was 69,50.

The data description of writing anxiety of control group could be seen in Table 2.

Table 2 Data Description of Writing Anxiety of Control Group

Class Limit	Frequency
61 – 66	4
67 – 72	7
73 – 78	6
79 – 84	9
85 – 91	4
92 – 97	3
Mean	77,67
Median	78
Mode	71
Maximum	97
Minimum	61

The result of descriptive analysis of the students' writing anxiety who were not taught by using peer feedback showed that the scores were 61 up to 97. The highest score was 97 and the lowest score was 61. Moreover, the mean of their writing anxiety was higher than experimental one, that was 77,67. Then, the median was 78 and the mode was 71.

2. T-test Result of Writing Anxiety

To know whether the result of experimental and control group had a statistically significance difference, independent sample t-test was done. The result of t-test was presented in Table 3.

Table 3 Result of Writing Anxiety

Independent Samples Test										
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Differenc e	Std. Error Differen ce	95% Confidence Interval of the Difference	
									Lower	Upper
writing anxiety scores	Equal variances assumed	3,328	,073	-3,314	65	,002	-6,284	1,897	-10,072	-2,497
	Equal variances not assumed			-3,297	57,470	,002	-6,284	1,906	-10,101	-2,468

Based on the Table 3, the result of t-test showed 0.002. Based on the criteria and the hypotheses tested, if p-value was < 0.05, then, H_0 was rejected. Therefore, the statement “there is no significant difference in writing anxiety between students who are taught by using peer feedback and those taught without using peer feedback” was rejected. It meant that there was significant difference between those two groups. The mean scores of those two groups also proved the difference, the mean of experimental group was 71,38 then, the mean of control group was 77,67. The mean of experimental group was lower than the control one. Thus, students who were taught using peer feedback had lower writing anxiety than those who were taught without using peer feedback.

Result of Writing Ability of the Experimental and Control Group

1. Data Description of Writing Ability

The data description of writing ability were taken from writing test. The description included the mean, mode, median, minimum, maximum, and the frequency. The result of data description of writing score of experimental group could be seen in Table 4.

Table 4 Data Description of Writing Ability of Experimental Group

Class Limit	Frequency
71 – 73	1
74 – 76	9
77 – 79	8
80 – 82	11
83 – 85	5
Mean	79,00
Median	79
Mode	75
Maximum	85
Minimum	71

Based on the Table 4, the writing scores of students are taught by using peer feedback showed minimally 71 and maximally 85. So, the highest score was 85 and the lowest score was 71. This group had mean score 79,00. Then, the median showed 79, and the mode was 75.

The result of data description of writing score of experimental group could be seen in Table 5.

Table 5 Data Description of Writing Ability of Control Group

Class Limit	Frequency
64 – 67	4
68 – 71	5
72 – 75	13
76 – 80	7
81 – 85	4
Mean	74,30
Median	75
Mode	75
Maximum	85
Minimum	64

Table 5 showed the result of descriptive analysis on students' writing ability for the control group. The writing scores of the students who are not taught by using peer feedback were 64 up to 85. It meant that the highest score was 85, and the lowest score was 64. The mean of this group was 74,30 which was less than the mean of experimental one. The median was 75, and the mode was 75.

2. T-test Result of Writing Ability

To see the effect of peer feedback on students' writing ability. The two groups of this study: experimental and control group were compared by using independent sample t-test. The result was presented in Table 6.

Table 6 Result of Writing Ability

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error	95% Confidence Interval of the Difference	
									Lower	Upper
WRITING ABILITY SCORE	Equal variances assumed	,212	,646	8,029	65	,000	9,315	1,160	6,998	11,632
	Equal variances not assumed			8,011	63,089	,000	9,315	1,163	6,991	11,638

The result revealed that the p-value (two-tailed) was 0.000. It was less than $\alpha = 0.05$. Based on the criteria and the hypotheses tested, if H_0 was < 0.05 , then, H_0 was rejected. Therefore, the statement “there is no significant effect of peer feedback on students’ writing ability” was rejected. It meant that there was significant difference between those two groups. The difference between those two groups could be seen in the mean scores. The mean of experimental group was 79,00, then, the mean of control group was 74,30. The mean of experimental group was higher than the control one. Thus, students who were taught by using peer feedback had better writing ability than those who were taught without using peer feedback.

Discussion

This study resulted three results which were elaborated in three research questions: (1) Do the students who are taught using peer feedback have lower writing anxiety than students who are taught without using peer feedback? (2) Do the students who are taught using peer feedback have higher writing ability than students who are taught without using peer feedback? (3) Is there any effect of peer feedback on students’ writing anxiety and students’ writing ability? Thus, there were three discussions on the difference of writing anxiety between students who are taught by using peer feedback and students who are taught without using peer feedback, the difference of writing ability between students who are taught by using peer feedback and students who were taught without using peer feedback, and the effect of peer feedback on students’ writing anxiety and students’ writing ability.

¹ The first discussion talked about the difference of writing anxiety between students who are taught by using peer feedback and students who are taught without using peer feedback. Based on the result of the study, the experimental group had lower writing anxiety than the control group. It was also supported by the mean scores of those two group that show the difference as 6,29. The mean of experimental group revealed 71,38, then, the mean of control group revealed 77,67. Hence, the writing anxiety of ⁴ students who were taught by using peer feedback was lower than students who were not taught by using peer feedback. It proved that the implementation of peer feedback was very useful for the students since it gave a lot of benefits for them. As stated by Khusnia (2015), peer feedback gave a chance to the students to evaluate one another's writing by giving constructive comments on their peer's work, so, they could ³ learn new ideas and vocabulary and understood the criteria of good writing, and they could clarify and ask questions even discuss the responses instantaneously (Bartels, 2003) ¹ so that they could improve their future writing assignment.

In addition, peer feedback made the students were more relaxe during learning process. It was in line with the study conducted by Kurt and Atay (2007) which found out that ⁶ peer feedback group experienced significantly less writing anxiety than the teacher feedback group. It was because peer feedback could enhance students' positive attitudes towards writing and increase students' ⁶ motivation through personal responsibility, greater variety, and interest (Topping, 1998, 2000; Rollinson, 2005 as cited in Kurt & Atay, 2007) as well as increase their confidence (Grabe & Kaplan, 1996). Enhancing students' positive attitudes, increasing students' motivation and increasing students' confidence implied that the students' anxiety was decreased.

Additionally, the finding of this present study was congruent to the study conducted by Jahin (2012) about the effect of peer feedback on writing apprehension and essay writing ability among prospective EFL teachers. The finding revealed ³ that peer reviewing group participants experienced significantly less writing anxiety than the control group participants who got teacher feedback. ⁸ Peer feedback had a good impact on writing courses. Moreover, Yastibas & Yastibas (2015) also found that there was a significant ⁵ statistical difference between the students in terms of their writing anxiety levels before and after given peer feedback treatment. Peer feedback made the ⁵ learning environment less anxious and stressful, it helped the students collaborate with each other more, then, it could help to learn more. Henceforth, the ⁴ students who were taught by using peer feedback had lower writing anxiety than those who were taught without using peer feedback.

Then, the second discussion talked about the difference of writing ability between students who are taught by using peer feedback and students who were taught without using peer feedback. The result revealed that the experimental group had better writing ability than the control one. It was also supported by the mean score. The mean of experimental group shows 79,00, then, the mean of control group shows 74,30. The mean of experimental group was higher than the control one. It meant that the students who were taught using peer feedback had better writing ability than the students who were taught without using peer feedback.

This finding was congruent to several studies conducted by Pratiwi (2016), Nahdi (2011), Setiyana (2015), Vendityaningtyas (2013), and Cahyono & Armina (2016). Pratiwi's study tended to see the difference effect on students' writing ability between those who were taught using peer feedback technique and those who were taught using collaborative writing technique. The result showed that students' writing ability taught using peer feedback was significantly difference from the students taught using collaborative writing technique. Students who were taught by using peer feedback had better writing ability than those who were taught using collaborative writing technique.

Similarly, Nahdi (2011) proved that the use of peer feedback in writing class could improve students' writing ability. The improvement could be recognized from the students' writing achievement, the ability to do the task, the ability to construct a good text. Those could be identified from the students' writing score which showed higher score in every cycle. Setiyana (2015) also reported significant difference between peer review and think pair share. The students who trained using peer feedback had higher mean score than the students who trained using think pair share. Thus, her study found that peer review technique was more effective rather than think pair share technique.

Cahyono & Amrina (2016), also, showed the improvement of writing ability in writing essays after the students given peer feedback based on a guideline sheet. There was increasing score from their pre-test to the post-test as 7,84 point. Likewise, Vendityaningtyas (2013) reached the conclusion that peer exchange improved the students' writing ability on all components of writing. Instead of that, it could gain the students' participation in the class so creating more enjoyable learning environment.

There were some points that make the improvement of peer feedback could be successful (Kangni, 2015). The successful improvement could be happen since the students were trained to have peer feedback activity. They knew the way how to review a draft as they were familiar to have peer feedback activity. Moreover, they were equipped with the

feedback sheet, thus, they knew what had to be reviewed. Instead of that, the grouping process had to be suitable. It should be heterogeneous group which grouped student who had low level proficiency and student who had high level proficiency. Thus, the student with low level proficiency could get constructive feedback, while, the student with high level proficiency could get constructive feedback from another friend who also had high level proficiency. Furthermore, teacher's role also affected the successful of peer feedback activity, teacher should intervene after the students gave comments and suggestions, not in peer feedback process. It was to enhance students' confidence in giving feedback. The last, the teacher should emphasize that feedback was not always talking about the weaknesses, but the strengths of their peer's work should be reviewed. This condition could lead to successful improvement.

The third discussion talked about the effect of peer feedback on students' writing anxiety and students' writing ability. The result revealed that there was significant effect of peer feedback on students' writing anxiety and students' writing ability. This finding concurred with the findings of several previous studies. Jahin (2012) highlighted the positive impact of peer reviewing in reducing the writing apprehension level for the students who were trained peer review activity. Besides, peer reviewing had a positive effect on developing participants' essay writing ability. Likewise, Kurt & Atay (2007), showed the significant effect of peer feedback on students' writing anxiety. The feedback given guided them and made the peer feedback process easier and more effective. It also strengthened Cahyono & Sujannah's finding (2017) which proved the positive effect of peer feedback on students' writing ability as well as students' writing anxiety. Peer feedback could improve the students' writing ability as well as release their anxiety and raise their confidence.

To sum up, there was significant effect of peer feedback on students' writing anxiety as well as students' writing ability. Peer feedback affected positively on students' writing anxiety and students' writing ability. The previous studies proved that peer feedback could reduce writing anxiety along with improve students' writing ability.

Conclusion

The result of this study unveiled that peer feedback has positive effect on students' writing anxiety and students' writing ability. The students who were taught by using peer feedback had lower writing anxiety than those who were taught without using peer feedback. This result conformed the previous studies' results that reported peer feedback group experienced significantly less writing anxiety than another technique group. It could be seen

that there was significant difference of writing anxiety between they who were taught by using peer feedback and they who were taught without using peer feedback.

Then, students who were taught by using peer feedback had better writing ability than those who were taught without using peer feedback. This finding was in line with the previous studies that reported students' writing ability taught by using peer feedback was significantly difference from the students taught by using another writing technique. Hence, there was significant difference writing ability between those who are taught by using peer feedback and those who are taught without using peer feedback.

Furthermore, the result revealed that there was significant effect of peer feedback on students' writing anxiety and students' writing ability. This result supported the results of the previous studies which reported the positive effect of peer feedback on reducing students' writing anxiety and developing students' writing ability. To sum up, there was positive effect of peer feedback on students' writing anxiety and students' writing ability.

Recommendation

This study investigated the effects of peer feedback on the achievements and anxiety of the learners. The future researchers are recommended to investigate the effect of peer feedback on other variables. Besides the present study did not explore if there is a difference in achievement and anxiety between male and female participants; accordingly, the gender variable can be studied in further research. Moreover, the future researchers can compare peer feedback with another technique with different population and different students' condition. So, their results will enrich the theory of the effectiveness of peer feedback especially in teaching writing.

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