



### The Impact Of Peer Review On Writing Instruction: Exploring Students' Learning Motivation At SD Marsudirini Semarang

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#### Abstract

This study aims to investigate the impact of peer review on writing instruction and students' learning motivation. Conventional teaching methods were found to be ineffective, leading to low student engagement and poor writing scores. By incorporating the peer review technique, the experimental group demonstrated significantly higher levels of participation and improved writing performance than the control group. These findings highlight the potential of Peer review by applying a mixed-method type, quasi-experiment research design (quantitative research – test) and (qualitative research – observation and questionnaire). The results of the student's participation in the control class were 2.95, with a moderate degree level. Meanwhile, the results of the peer review questionnaire in increasing the motivation of experimental class students were 3,76 with a high degree level. A statistical test will determine whether peer review has impaction and writing ability through an independent sample t-test using SPSS 29. As a result, Peer review effectively enhances students' writing ability with a mean of 76. It means that the experimental class students' writing ability scores are in a suitable category.

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## INTRODUCTION

Education plays a vital role in the development of human resources in the era of globalization and technological advancement. In particular, English language skills are essential for unlocking human potential and providing access to global educational opportunities. In Indonesia, English is introduced from kindergarten to university, emphasizing four English language skills. Writing not only helps students pour out simple ideas and organize their thoughts but also allows them to connect what they have just learned with what they already know while at the same time exercising their storytelling ability and expressing themselves clearly.

However, many students struggle with writing proficiency and participate poorly in English learning activities. Teachers need to be creative and innovative approaches to overcome these challenges and increase student engagement. A proven technique for improving learning outcomes is peer review in writing instruction. Peer review encourages students' active engagement by stimulating them to give and receive constructive feedback. This technique keeps students engaged and motivates them to understand writing skills better. Educators can also enhance the collaborative learning atmosphere by integrating peer review into English writing lessons to increase students' confidence, enthusiasm, and writing instruction.

A study at SD Marsudirini Semarang found that passive learning of English led to low participation and English achievement, especially in writing ability. Further research is needed to investigate the impact of Peer review on enhancing students' involvement and writing ability in English Language Teaching Classrooms. This research can be used as a reference for teaching English to students of SD Marsudirini Semarang. Besides, those previous studies have yet to investigate the students' writing ability. It is necessary to investigate the impact of peer review on students' participation in English Language Teaching Classrooms. Therefore, the researcher will fill in the gaps by

investigating the improvement of students' involvement and writing ability through Peer review. Based on those explanations, the researcher was interested in conducting research entitled "The Impact of Peer Review on Students' Writing Instruction and Exploring Students' Learning Motivation.

The researcher found that students struggle with writing activities because Many students need help with basics, including vocabulary, grammatical structures, and mechanics such as capitalization and punctuation. In this case, teachers must provide practical methods and media to increase students' participation and writing ability. In addition, some researchers have proven that this strategy can overcome students' improve students' writing ability, motivation, participation, cooperation, positive attitude, group work, and social skills.

Furthermore, many students need more time to participate in writing activities with zeal (Harmer, 2004). This problem can result from the teacher's technique and strategy, as she or he still applies traditional methods and fails to motivate the students. Parallel to these findings, student motivation has been identified as a powerful determinant of learning outcomes, especially at the Elementary school level. Besides, in learning concepts, motivation means supporting the students in the learning activity to achieve the aim of learning.

The researcher uses Peer review as a technique for learning because of its unique and exciting activity style. The research focused on major guiding questions for this purpose are:

1. How effectively is a peer review improving students' writing skills?
2. How effective is peer review in enhancing student's learning motivation?
3. Is there any difference in using peer review on students' writing abilities in different groups?
4. How do teachers reflect on the use of peer review in English classes?

## METHOD

The researcher carried out this study using quasi-experimental research. The researcher wants to explain in detail “The impact of peer review on writing instruction: Exploring students' learning motivation.” Creswell (2012) said that a quasi-experimental design involves using an intervention and cluster random sampling as a sampling technique. The research data were taken by pre-test and post-test with assignments intact for the experimental and control treatments.

### Participants

This study population comprised all class V students at SD Marsudirini Semarang, with 20 students. The researcher analyzes the Impact of peer review on writing instruction: Exploring students' learning motivation that will be used.

### Data Analysis Technique

The researcher analyzed the data by observing symptoms that were converted into numbers. Therefore, statistical techniques can be used to analyze the results, which will be used to determine correlation techniques and data collection, which will be carried out using the questionnaire and test instruments. The questionnaire and test data were previously tested for validity and reliability. The researchers check data to gain validity and correctness from a study's data. The researchers check data to attain homogeneity and normality in the correctness of the data from a survey, which can be done by quasi-experimental.

## RESULTS AND DISCUSSIONS

### The Effectiveness of Peer Review in Enhancing Students' Writing Skills

Before the pre-test, treatment, and post-test, the investigator gave the experimental and control group questionnaires. There were fifteen questions on the student involvement survey, which were modified from Howard (2015). On

December 4, 2024, this questionnaire was given out during the second lecture hour in the experimental class. Each student received a copy of the questionnaire and a checklist for each column that indicated their level. It took the pupils nearly twenty minutes to complete all the questions. The control class questionnaires were then given on Friday, December 6, 2024, during the last lesson of the day. Within fifteen minutes, the kids finished all of the statements as directed by the teacher. The researcher manually tallied the surveys after getting the data. The researcher numbered the questionnaires and used the SPSS 29 program analysis to examine them. The researcher measured and categorized every student in the control and experimental classes. The questionnaire's responses indicated whether or not the pupils' participation was high. It followed the same protocol as the experimental class. Additionally, to assess their agreement with the statements in the questionnaire, students were required to complete a checklist. The student participation results were then calculated using the most significant number of option points. After gathering information from the questionnaire, the researcher examined the findings of the student involvement survey. The pre- and post-tests of the experimental class served as the foundation for the findings.

### Descriptive Statistics Normality Test by Kolmogorov – Smirnov

#### Participation

If the significance value is less than 0.05, the data is considered not normally distributed, while if it is more significant than 0.05, it is considered normally distributed. The results of the statistical analysis state that the Sig. The sig value is 0.969; Thus, the sig value is more significant than 0.05, meaning that the experimental and control group data are typically distributed.

#### Homogeneity by Levene

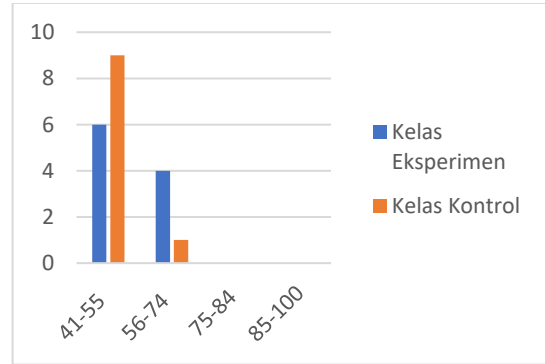
The results of the homogeneity test using Levene's Test method. The Sig value for Participation shows that the sig value of the variant homogeneity test results is 1.00 greater

than 0.05. Thus, it is concluded that the data from the experimental and control groups are homogeneously distributed so that the independent sample t-test can be continued.

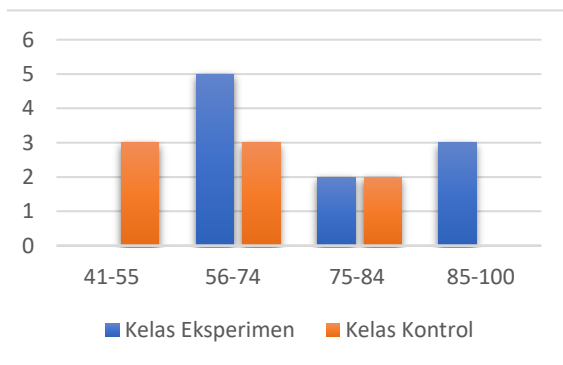
**The Impact of Peer review to enhance students' writing ability**

The pre-test data of Class V, the control class, showed that the student's writing skills were still in the poor category. The pre-test results in class V were 41-55 for 9 students with poor criteria, 56-74 for 1 student with fair criteria, 75-84 for 0 with fair criteria, and 85-100 for 0 with excellent criteria. The findings of the daily writing test reveal that the minimum score attained was 32.5, while the maximum was 60, with an average of 46.25. This finding suggests that the control group's proficiency level in writing skills is categorized as Poor.

The data from the pre-test of class V, the experimental class, indicated that the student's writing proficiency was still within the fair category. The pre-test results in class V ranged from 41 to 55 for six students, indicating a poor performance, from 56 to 74 for four students, indicating a fair performance, and from 75 to 84 for zero students, indicating a good performance. Notably, no students scored 85 or higher, suggesting an excellent performance. The results of the daily writing test administered before the present study indicated that the minimum score was 32.5, while the maximum was 70, with an average of 57.5. This finding suggests that the mean score for the control group in the writing proficiency test falls within the fair category.



**Figure 1.** Pre-Test Comparison Chart for Control and Experimental Class



**Figure 2.** Post-Test Comparison Chart for Control Class and Experimental Class

The comparison of the post-test results for the experimental and control groups shows a significant difference in the performance criteria. The experimental group was classified as Fair, and the control group was classified as Fair. The mean values obtained by these groups were 70 and 62, respectively. Remarkably, within the 41–55 range, the control group's mean score was moderately higher. Conversely, within the 56–74, 75–84, and 85–100 ranges, the experimental group demonstrated a higher frequency than the control group.

**Descriptive Statistic Normality Test by Kolmogorov Smirnov Motivation**

If the significance value is less than 0.05, the data is considered not normally distributed, while if the significance value is more significant than 0.05, the data is considered normally distributed. The results of the statistical control

group for pretest data are that the minimum value of students is 1.07, the maximum value is 4.81, and the average motivation is 2.84. The criteria for pretest motivation of students in the control group are at a moderate level. For post-test data, the minimum student score is 1.11, the maximum is 4.88, and the average is 2.95. The criteria for student post-test motivation in the control group are moderate.

#### **Homogeneity by Levene**

The homogeneity test results using Levene's Test method. The sig value of the variant homogeneity test results is 1.00, more significant than 0.05. Thus, it is concluded that the data from the experimental and control groups are homogeneously distributed so that the independent sample t-test can be continued.

#### **N-Gain Test**

Gains are categorized as high if the G value is  $>0.7$ , medium if  $(0.7 > g > 0.3)$ , and low if  $g < 0.3$  (Hake, 1998). It is known that the average post-test writing motivation (Sf) of experimental class students is 3.76, and the average pre-test (Si) is 2.90. The result of the gain calculation obtained is 0.96. The n-gain value of 0.96 is classified as an increase in the high category.

#### **Independent Samples Test on**

Based on the table of independent sample t-test results above, the t-count value is 3.11; the t-table value at alpha 0.05 of 18 is 1.734;  $H_a$  is accepted if the  $t_{count} > t_{table}$ . Conclusion: There is a difference in peer review on writing motivation in student groups.

#### **The result of the Peer review Questionnaire**

The questionnaire is given to the students at the end of experimental teaching. Its purpose is to find out students' participation and responses using Kahoot in reading skills. The questionnaire was designed with 15 questions. The results of the questionnaire on the use of Peer Review can improve students' writing skills. The total average is high in ranking the influence of Peer Review in improving students' writing ability. The total score is 56.45, with an average of 3.76.

#### **The students respond to Peer review in writing instruction.**

The results of interviews with students show that most of them like English lessons and hope to improve their English, especially their writing. They also like English learning activities. Some of them still have difficulty writing their idea in English. Initially, they felt unconfident when writing about their daily activities because of grammar errors. However, after doing a peer review and getting feedback, they were motivated to be able to express their experience through writing. From the results of the interviews, students also received positive responses when presenting their writing. They are very active and enthusiastic about writing activities, especially with recount topics.

It can also be explained that learning using the Collaborative Learning method allows students to collaborate in groups or pairs, exchange ideas, and provide constructive feedback. It creates a learning environment that fosters social interaction and cooperation.

#### **The teacher reflects on the Peer review.**

The following findings come from the researcher's observations, conducted together with other peers - in this case, observers: Students who used Peer review to learn English were enthusiastic, engaged, and excited when observing the interface, features, and some inspiring phrases when using Peer review. Activities related to learning English were more interesting to them. As students confidently put their ideas into writing, their writing was also read out by their peers.

The findings of this study provide substantial evidence that peer review serves as an effective pedagogical approach for enhancing both writing skills and learning motivation among elementary school students. The experimental class demonstrated a significant improvement in writing ability, achieving an average score of 76 compared to the control class, while motivation levels increased from 2.90 to 3.76, representing a high-level gain with an n-gain value of 0.96. These results align with contemporary research emphasizing the role of

collaborative learning strategies in fostering academic achievement and student engagement in English language learning contexts.

The effectiveness of peer review in improving writing skills can be understood through the lens of social constructivism and collaborative learning theory. When students engage in peer review activities, they actively participate in the construction of knowledge through social interaction and meaningful dialogue with their classmates. This process reflects Krashen's (1983) principles of language acquisition, where comprehensible input and meaningful interaction facilitate language development. As students provide and receive feedback from their peers, they engage in authentic communication that extends beyond traditional teacher-centered instruction. The collaborative nature of peer review creates opportunities for students to negotiate meaning, clarify misunderstandings, and develop a deeper understanding of writing conventions and effective communication strategies.

The significant improvement observed in the experimental class writing scores supports the findings of Lundstrom and Baker (2009), who argued that the act of giving feedback can be as beneficial, if not more so, than receiving it. When students review their peers' work, they must critically analyze the text, identify strengths and weaknesses, and articulate constructive suggestions for improvement. This metacognitive process enhances their own understanding of writing quality and helps them internalize effective writing strategies that they can apply to their own compositions. The reviewer role empowers students to become active agents in the learning process rather than passive recipients of teacher feedback, thereby developing their critical thinking skills and deepening their understanding of writing principles.

The marked increase in student motivation from moderate to high levels demonstrates the powerful affective benefits of peer review. This finding resonates with the self-determination theory proposed by Ryan and Deci (2000), which identifies autonomy, competence, and relatedness as fundamental psychological needs

that drive intrinsic motivation. Peer review addresses all three of these needs simultaneously. First, it provides students with autonomy by allowing them to take ownership of the feedback process and make decisions about how to revise their work based on peer suggestions. Second, it builds competence as students see tangible improvements in their writing through the application of peer feedback and develop confidence in their ability to produce quality written work. Third, it fosters relatedness by creating a supportive learning community where students work together toward shared goals and develop positive relationships with their classmates.

The high degree of student engagement and enthusiasm observed during peer review activities, as evidenced by teacher reflections and student interviews, further underscores the motivational power of this approach. Students reported feeling more confident and motivated to express their ideas through writing after participating in peer review sessions. This increased confidence can be attributed to several factors. First, receiving positive feedback and encouragement from peers helps students recognize their strengths and validates their efforts, thereby building self-efficacy. Affuso et al. (2023) demonstrated that teacher support significantly impacts academic performance over time, and peer support appears to function similarly by providing encouragement and constructive guidance that sustains student effort and persistence in writing tasks.

Moreover, the social nature of peer review reduces the anxiety often associated with writing in a foreign language. As Brown (2001) noted in his principles of language pedagogy, lowering the affective filter is crucial for language acquisition. When students share their writing with trusted peers rather than submitting it solely for teacher evaluation, they experience less stress and fear of judgment. The collaborative atmosphere creates a safe space for experimentation and risk-taking, essential components of language development. Students become more willing to try new vocabulary, experiment with complex sentence structures, and express creative ideas when they

know their peers will provide supportive feedback rather than harsh criticism.

The peer review process also addresses common writing challenges identified in the study, including difficulties with vocabulary, grammar, and idea development. As Harmer (2004) emphasized, writing is a complex skill that requires explicit instruction and extensive practice. Through peer review, students receive multiple perspectives on their writing, which helps them identify areas for improvement that they might not have recognized independently. When a peer points out unclear sentences, suggests alternative vocabulary, or questions the logic of an argument, the writer gains valuable insights that contribute to their writing development. This multi-vocal feedback is particularly beneficial for elementary students who are still developing their metalinguistic awareness and ability to self-evaluate their writing.

The effectiveness of peer review in this study also reflects the importance of structured guidance in implementing collaborative learning activities. The success of the intervention suggests that students were provided with clear criteria for evaluation, explicit training in giving constructive feedback, and adequate scaffolding to support productive peer interactions. Research by Braine (2003) on peer feedback in Hong Kong writing classes emphasized that the effectiveness of peer review depends heavily on how it is structured and facilitated by the teacher. When students understand what constitutes effective writing and how to provide specific, actionable feedback, peer review becomes a powerful learning tool. Without such structure, peer review sessions may devolve into superficial exchanges that fail to promote meaningful learning.

The contrast between the experimental and control groups highlights the limitations of conventional teaching methods that rely primarily on teacher-centered instruction and individual work. The control class showed modest improvements but did not achieve the same gains in writing ability or motivation as the experimental class. This finding suggests that traditional approaches, while not entirely

ineffective, may not fully engage students or address their diverse learning needs. Lee (1997) found similar results in tertiary writing classrooms in Hong Kong, where peer review led to greater student engagement and improved writing outcomes compared to traditional teacher feedback alone. The social interaction and active participation inherent in peer review appear to create learning conditions that are more conducive to skill development and motivation than passive reception of instruction.

The qualitative findings from student interviews provide rich insights into the student experience of peer review. Students expressed appreciation for the opportunity to collaborate with their peers, exchange ideas, and receive feedback from multiple sources. They noted that peer review helped them overcome initial hesitations about writing in English and gave them confidence to express their experiences and ideas. These affective responses are particularly important in the elementary school context, where establishing positive attitudes toward language learning can have long-lasting effects on future achievement and willingness to continue studying English. As Lo and Hyland (2007) demonstrated in their study of primary students in Hong Kong, strategies that enhance student engagement and motivation in writing have profound impacts on both immediate learning outcomes and longer-term language development trajectories.

However, it is important to acknowledge the challenges and limitations encountered during the implementation of peer review in this study. Some students initially struggled with providing constructive feedback and required guidance to move beyond superficial comments or overly critical responses. This finding aligns with Mangelsdorf's (1992) observations that ESL students may need explicit training in peer review techniques and opportunities to practice giving effective feedback. Teachers must invest time in modeling appropriate feedback, providing sentence frames or evaluation criteria, and monitoring peer interactions to ensure they remain productive and supportive. Without such scaffolding, peer review may not achieve its full

potential and could even have negative effects if students provide discouraging or unhelpful comments to their peers.

Additionally, the study revealed that students with lower initial writing proficiency sometimes felt overwhelmed by the peer review process or uncertain about how to apply the feedback they received. This suggests that differentiation is essential when implementing peer review across diverse classrooms. Teachers may need to provide additional support to struggling writers, such as pairing them with more proficient peers who can model effective strategies, breaking down revision tasks into manageable steps, or providing individualized guidance during the revision process. Tang (1999) emphasized the importance of considering student readiness and providing appropriate scaffolding when implementing peer response activities in ESL writing contexts.

The significant difference between experimental and control groups, as confirmed by the independent sample t-test and Mann-Whitney test, provides strong statistical evidence for the effectiveness of peer review. The t-count value of 3.11, which exceeded the t-table value of 1.734, demonstrates that the differences observed were not due to chance but rather reflected genuine effects of the intervention. These quantitative findings, combined with the qualitative data from interviews and observations, provide compelling evidence that peer review represents a valuable addition to writing instruction in elementary English language classrooms.

The implications of this research extend beyond the immediate context of SD Marsudirini Semarang to the broader field of English language teaching in Indonesia and similar contexts. As English continues to serve as a critical international language for education, social interaction, and professional advancement, developing effective strategies for teaching writing skills is paramount. Peer review offers a practical, resource-efficient approach that can be implemented in diverse classroom settings without requiring extensive technology or materials. Its primary requirement is a shift in pedagogical mindset from teacher-centered to

student-centered learning and a willingness to invest time in training students to become effective peer reviewers and collaborative learners.

Furthermore, the success of peer review in enhancing motivation has important implications for addressing common challenges in English language teaching. Many students in Indonesia and other EFL contexts struggle with motivation to learn English, particularly in writing, which is often perceived as difficult and less immediately rewarding than speaking or listening activities. By making writing a more social, interactive, and supportive process, peer review can help transform student attitudes and create more positive associations with writing tasks. As Gardner (1985, 2014) demonstrated in his extensive research on attitudes and motivation in language learning, positive attitudes and intrinsic motivation are critical determinants of long-term success in language acquisition. Strategies that enhance motivation, such as peer review, therefore have the potential to impact not only immediate learning outcomes but also students' long-term trajectories as English language learners.

The findings also support the pedagogical principles underlying Indonesia's current educational reforms, which emphasize student-centered learning, collaboration, and the development of 21st-century skills such as critical thinking, communication, and cooperation. Peer review exemplifies these principles by actively engaging students in meaningful learning tasks that require them to think critically about writing quality, communicate their ideas and suggestions effectively, and work cooperatively with their peers toward shared learning goals. Teachers who incorporate peer review into their writing instruction are not only improving specific writing skills but also cultivating broader competencies that will serve students throughout their educational journeys and future careers.

Looking forward, several directions for future research emerge from this study. Longitudinal investigations could track the long-term effects of regular peer review practice on writing development and motivation over

multiple semesters or years. Comparative studies could examine different peer review configurations, such as whole-class versus small-group formats, anonymous versus identified feedback, or face-to-face versus written commentary, to identify optimal implementation approaches. Research could also investigate how peer review effectiveness varies across different writing genres, such as narrative, descriptive, expository, and argumentative texts, or how it can be adapted for students at different proficiency levels or with different learning needs.

Additionally, more research is needed on the specific mechanisms through which peer review enhances writing skills and motivation. While this study demonstrated positive effects, deeper investigation into the cognitive and social processes occurring during peer review interactions would provide valuable insights for optimizing instructional practices. For example, discourse analysis of peer review conversations could reveal how students negotiate meaning, justify their suggestions, and develop shared understanding of writing quality. Studies examining the relationship between the quality of feedback provided and received and subsequent writing improvement would help identify characteristics of effective peer review interactions.

In conclusion, this study provides robust evidence that peer review serves as an effective pedagogical approach for enhancing elementary students' writing skills and learning motivation in English language classrooms. The significant improvements observed in both writing ability and motivation levels, combined with positive qualitative feedback from students and teachers, demonstrate the value of incorporating collaborative learning strategies into writing instruction. By creating opportunities for meaningful peer interaction, authentic communication, and shared responsibility for learning, peer review transforms writing from an isolated, potentially intimidating task into a social, supportive process that engages students and promotes both skill development and positive attitudes toward English learning. As educators continue to seek effective strategies for improving

writing instruction and increasing student engagement, peer review represents a practical, theoretically grounded approach with demonstrated benefits for learners across diverse contexts and proficiency levels.

## CONCLUSION

The results showed that peer review effectively improved students' writing ability and motivation. Experimental class students achieved an average writing score of 76, categorized as good, and showed significant improvement compared to the control class. The results of the peer review questionnaire showed that the motivation in the control class was 2.95 (medium). In contrast, in the experimental class, it increased from 2.90 to 3.76 (high), with an n-gain value of 0.96, categorized as a low-level increase. The normality test showed that the experimental class was not normally distributed, while the control class was. Therefore, the Mann-Whitney test was used, confirming the significant effect of peer review on students' motivation. The Levene test results showed homogeneous data with a significance value above 0.05.

Observations and interviews revealed that students enjoyed peer review, engaged actively in feedback activities, and became more confident in writing. While some initially struggled with grammar and idea development, peer feedback helped them express their experiences more effectively. Learners also show interest in learning English, specifically in writing recount texts, as they feel supported by their peers. The collaborative learning approach allows them to exchange ideas, interact socially, and provide constructive feedback, thus creating a more engaging learning atmosphere.

Theoretically, this research is expected to help provide broader knowledge about learning methods to improve student's writing skills and motivation to learn English. It also supports teaching theory, especially using peer review techniques to improve students' writing skills and motivation. Practically, the research results contribute to the field of education, especially for teachers and students. For students of SD

Marsudrini Semarang, this can improve their writing skills and motivation to learn English. They can practice their writing skills in English. Mastering English writing skills will undoubtedly increase their motivation to learn. For teachers, it can improve teacher quality in learning innovations in the classroom, which English teachers can utilize at SD Marsudirini Semarang. Teachers must also consider appropriate learning methods and strategies to create enjoyable learning. It will encourage students to be more motivated to learn and active in the learning process. Pedagogically, these suggestions are aimed at future researchers. This research is expected to help provide new knowledge for further researchers who want to research English language learning methods or techniques to improve students' writing skills and motivation.

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