

# THE INFLUENCE OF PEER FEEDBACK TOWARD WRITING ACHIEVEMENT ON DESCRIPTIVE TEXT AT THE ELEVENTH GRADE OF SMA KEMALA BHAYANGKARI KOTABUMI ACADEMIC YEAR 2024/2025

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**Abstract:** Writing is a very important language skill to master. In this study, the author conducted preliminary research and found that the achievement in writing descriptive texts is quite difficult for eleventh-grade students at SMA Kemala Bhayangkari Kotabumi. The statement regarding the improvement in writing achievement may also be influenced by the teaching techniques used. Therefore, this research was conducted to determine whether there is a positive influence of the peer feedback technique on the writing achievement of descriptive texts among eleventh-grade students at SMA Kemala Bhayangkari Kotabumi for the academic year 2024/2025. The type of research used in this study is an experimental design. The researcher chose an experimental design to directly observe cause-and-effect relationships. Therefore, this method consists of two classes: the experimental class (XI.2) and the control class (XI.3). In this study, the researcher used tests as a tool to measure the students' writing achievements in descriptive texts. The researcher employed testing techniques to collect the data for this study. After the data was collected, it would be analyzed. Consequently, the researcher analyzed the normality, homogeneity, and hypothesis of the data. Based on the research conducted at SMA Kemala Bhayangkari Kotabumi, it is considered that there is a positive influence on the writing achievement of students taught using the peer feedback technique compared to those who were not taught using this technique. The results of the normality test on the pre-test and post-test indicate that the data is normally distributed. The results of the homogeneity test on the pre-test and post-test show that the variance of the data is homogeneous. Based on the calculations from the pre-test and post-test, the average score of was 5,08. This indicates that the use of the peer feedback technique is more effective than not using it in improving writing achievement. In conclusion, there is a positive effect of using the peer feedback technique on the writing achievement of descriptive texts among eleventh-grade students at SMA Kemala Bhayangkari Kotabumi for the academic year 2024/2025.

**Keywords:** Peer Feedback, Writing, Descriptive Text

**Abstrak:** Menulis merupakan keterampilan berbahasa yang sangat penting untuk dikuasai. Dalam penelitian ini, penulis melakukan pre-liminary dan mengetahui dan mengetahui bahwa prestasi menulis deskriptif teks merupakan hal yang cukup

*sulit untuk dikuasai oleh siswa kelas sebelas SMA Kemala Bhayangkari Kotabumi. Pernyataan peningkatan prestasi menulis juga dapat disebabkan oleh penggunaan teknik pengajaran oleh karena itu penelitian ini dilakukan dengan tujuan untuk menemukan apakah ada pengaruh positif dari teknik peer feedback dalam prestasi menulis teks deskriptif pada siswa kelas sebelas SMA Kemala Bhayangkari Kotabumi tahun akademik 2024/2025. Jenis penelitian yang digunakan dalam penelitian ini adalah desain eksperimen. Peneliti memilih desain eksperimen karena untuk mengetahui hubungan sebab akibat secara langsung. Oleh karena itu, metode ini terdiri dari dua kelas yaitu kelas eksperimen (XI.2) dan kelas kontrol (XI.3). Dalam penelitian ini, peneliti menggunakan tes sebagai alat untuk mengukur prestasi menulis siswa dalam teks deskriptif. Peneliti menggunakan teknik tes untuk mengumpulkan data penelitian ini. Setelah data terkumpul, data tersebut akan dianalisis. Oleh karena itu, peneliti telah menganalisis normalitas, homogenitas dan hipotesis data. Berdasarkan penelitian yang dilakukan di SMA Kemala Bhayangkari Kotabumi, dianggap terdapat pengaruh positif dalam prestasi menulis siswa yang diajarkan menggunakan teknik peer feedback dan mereka yang diajar tidak menggunakan teknik peer feedback. Hasil uji normalitas pada pre-test dan post-test bahwa data berdistribusi normal. Hasil uji homogenitas pada pre-test dan pos-test adalah varians datanya homogen. Dan berdasarkan perhitungan hasil pre-test dan post-test diperoleh rata-rata skor sebesar 5,08. Hal ini dapat diartikan bahwa penggunaan teknik peer feedback lebih tinggi dibandingkan tidak menggunakan teknik peer feedback terhadap prestasi menulis. Artinya terdapat pengaruh positif penggunaan teknik peer feedback terhadap prestasi menulis deskriptive text siswa kelas sebelas SMA Kemala Bhayangkari Kotabumi 2024/2025.*

**Kata Kunci:** Peer Feedback, Menulis, Deskriptif Teks

## **I. INTRODUCTION**

Writing is a very important language skill to master. Writing is a learning tool or communication tool to convey ideas, feelings, or expressions in written form to readers and help them to understand and remember. This means that writing is one way to explore what is on our minds. Writing is one way to explore what is on our minds. According to Jahin (2012, p. 60) writing helps to open students' knowledge especially in English. Students strive to gain greater control over improving English writing achievement.

Writing is one of the achievement that occupies most English courses. One of the achievement in learning English is writing, you can start from writing sentences followed by writing paragraphs. To create a good paragraph, the writer must be able to organize ideas, sentence structure, punctuation, vocabulary, and even good spelling. Writing is an activity of expressing ideas and thoughts in written form, expressed in real terms on a piece of paper which can be a means of communicating with other people and makes readers understand the context of the writing as well as a tool for communicating with other people.

Based on interview related to their writing achievement, conducted at April 30<sup>th</sup> 2024 toward students and English teacher subject in SMA Kemala Bhayangkari Kotabumi it was found that students writing achievement is still low. It is caused by several things. First, students tend to have a hard time mastering writing skills because students do not understand grammar because students have difficulties in defining subjects, predicates, objects and descriptions then students have difficulty defining the use of tense, and difficulty in determining the patterns of sentences. Second, students find it difficult to define good and correct vocabulary so students are afraid to make mistakes in writing because the students have vocabulary constraints and do not want to explore new vocabulary. Last, students also tend to be difficult in writing descriptive texts because students are difficult to put together a set of themes, formulate a purpose, dictionary, and sentence structure.

In addition, from students point of interview, it was found that first, students have difficulties in writing because they have vocabulary constraints that make it difficult for students to pour out and develop ideas in writing. Second, students have difficulty in using tense because students have trouble in creating sentence patterns, third, students have no motivation to learn the written language including spelling, reading marks, and word selection. Fourth, students have problems writing in descriptive text because the students have low writing skills. Last, the methods used by the teacher are less consistent with the characteristics of the student.

To overcome the above problems, there are many techniques that can be used in the learning process. One of them is the peer feedback technique, by using peer feedback techniques students are expected to be able to solve their problem related to writing achievement problem. Students will benefit from developing critical thinking, student autonomy, and social interaction among students. With peer feedback, it allows students to receive more individual comments and provides opportunities to develop different language skills including English. Providing feedback from friends is actually considered beneficial for students because it makes students actively consider the writing process. That way, students who provide feedback from friends gain experience in finding problems in writing and even find strategies to revise their writing to make it better. Peer feedback will give students to do more writing practice with their friends.

Feedback is information that someone gives to another person to improve their performance by providing correction or assessment. Feedback can come from various sources such as teachers, peers, parents, etc. In writing, sometimes students make mistakes. Even though students master the language well, students experience difficulties when conveying ideas in written form (Adas & Bakir, 2013). Students' weaknesses in writing, especially writing English, are caused by lack of student motivation, low teacher skills in English, lack of writing practice, having limited vocabulary, sentence structure that is not well structured, and students not wanting to share

their work with other students and their not getting appropriate feedback.

Students also have the opportunity to provide feedback on their friends' work, especially in writing, and can ask each other for opinions. Feedback from friends can provide a good alternative to teacher feedback. Maybe most students have anxiety in writing, but with this, students will have lower anxiety and higher motivation to learn. Feedback and writing are inseparable parts. Because writing needs feedback to get better. Feedback is given to students' writing so that they are aware of their writing whether there are errors in it. Peer feedback from friends encourages students to participate in class activities and makes them less dependent on the teacher passively. Apart from that, implementing peer feedback can red reduce writing worries and increase student confidence and build critical thinking.

From the explanation above, researcher are interested and curious to know whether there is a positive influence of using peer feedback on writing ability in descriptive text. Therefore researcher conduct research entitled *The Influence of Peer Feedback Toward Writing Achievement on Descriptive Text at The Eleventh Grade of SMA Kemala Bhayangkari Kotabumi Academic Year 2024/2025*.

## **II. RESEARCH METHOD**

This research is a quantitative study that uses experimental methods consisting of two groups, experimental group and control group. In this case, the researcher use a quasy experiment consisting of pre-test and post-

test, and will be given four treatments. The researcher compare the scores of the experimental and control groups to determine and evaluate whether the given treatment is successful.

The population in this study were all eleventh grade students at Kemala Bhayangkari High School, Kotabumi, totaling 192 students. The sample of this research is two classes. One class as an experimental class is class XI-2 and one class as a control class is class XI-3. Therefore, the sample in this study was 64 students.

The instruments in this research are pre-test and post-test. Researchers used this instrument to measure students' abilities in writing English, especially writing descriptive texts. With this instrument, students can explore their English writing skills in terms of ideas, vocabulary, language use, and even in constructing sentences. In the tests used for this research, the pre-test was used to check the level of similarity between the two groups and the post-test was used to test students' writing abilities after the treatment.

### **Conceptual Definition of Writing Achievement**

Writing achievement is about the accomplishing goals of teaching and learning of writing, especially by effort, skill, courage, etc. it can be observed by seeing the students' ability in writing. Thus, writing achievement is the result of students' writing to know how successful the students have been in achieving writing and beneficial in students' improvement and cognitive changed.

Writing achievement is the result that students get after learning English as a

subject matter in a period of time. In this study, writing achievement is the result of the students got after doing the writing test given. In this study, the researcher used written tests to measure student writing achievement using peer feedback techniques. The researcher used *Brown* in evaluating student writing achievements. The aspects that the researcher used were content, organization, grammar, vocabulary, and mechanics. Score assessment using the following formula:  $\text{Total}_{\text{score}} \times 5 = \text{Final}_{\text{score}}$ .

The researcher used expert judgment to ensure that the research instrument was valid. They examine the instrument prepare by the researcher and provide direction and suggestions to obtain the valid instrument. Reliability showed that the instrument is able to measure consistently and has stable indications over a certain period. In this study the researcher used inter-rater reliability to measure the degree of agreement or consistency between different raters or observes when assessing the same phenomenon.

### III. FINDINGS AND DISCUSSIONS

#### Data Analysis

To begin this study, the researcher conducted experimental tests to determine the validity and reliability of writing skills instruments that had been validated by the experts. The researcher conducted a tryout instrument at Insan Robbani High School on Wednesday, July 24<sup>th</sup> 2024. Students took the test as many as 11 students, but at the time of the study there were two students absent. Test are carried out to determine the relativity

of the instrument. The validity of the instrument uses expert judgement given by two experts.

Validity of an instrument refers to the extent to which the instrument measures what should be measured. In this study, the researchers measured the validity of the instrument using expert judgement. In this case, the experts are Mrs. Meutia Rachmatia, M.Pd and Mr. Asep Hardiyanto, M.Pd. Based on the judgment of the experts, the whole item has been in accordance with the specifications of the instrument. Therefore, the research instrument can be said to be valid. Reliability is a consistent and reliable test. Then coefficient reliability is about 0,0 until 1.0. If the coefficient reliability is gotten between the score range above, it there is consistency of instrument result and the instrument can be said reliable in contrast, if the coefficient of reliability is more than 1.0 it means that there is an inconsistency result of test instrument and the instrument can't be said reliable. Based on the results of the relativity test, the researcher obtained a univariate of 0.367 and the instrument can be said reliable in contrast. Here are the calculations:

$$\begin{aligned}\bar{r}_{xx'} &= (S_s^2 - S_e^2) / [S_s^2 + (K - 1) S_e^2] \\ \bar{r}_{xx'} &= \frac{1790 - 1131,25}{658,75 + (3 - 1)1131,25} \\ \bar{r}_{xx'} &= \frac{658,75}{1792} \\ \bar{r}_{xx'} &= 0,367606\end{aligned}$$

Once the instrument was found valid and reliable, the researchers conducted research at Kemala Bhayangkari Kotabumi High School. In the study first meeting (pre-test) on August 3<sup>rd</sup> 2024 and August 6<sup>th</sup> 2024 in class XI.2 as experimental class and class

XI.3 as control class. Once the data is collected, the data will be analyzed. Therefore, the researchers have analyzed the normality, homogeneity and hypothesis of the data.

### Result of the Normality of Pre-Test

Normality tests are used to determine whether data on class experiments and class controls are normal or not. The researchers

Class	Variance	$f_{observed}$	$f_{table}$
Control	218.447	1.01	1.82
Experiment	215.221		

used Liliefors to measure the normality of this study. The results of the normality test on the pre-test can be seen in the table below:

**TABLE 5**  
**NORMALITY TEST RESULT FOR THE PRE-TEST**

Class	Students	$l_{observed}$	$l_{table}$
Experiment	32	0.073	0.346
Control	32	0.139	0.346

Based on the table, The result of normality test the control class showed that  $l_{observed}$  0.139 and  $l_{table}$  0.346. So, it can be concluded that data has normality distributed because  $l_{observed} < l_{table}$ .

### Result of Homogeneity of Pre-test

After the data is normally distributed, the researcher tests the data for homogeneity. It's done whether the data variants are homogeneous. This test uses the f-test formula as a homogeneity test technique. Table of homogeneous test results for pre-test:

**TABLE 6**  
**HOMOGENEITY TEST RESULT FOR THE PRE-TEST**

The result of homogeneity test can be seen in the calculation below:

$$f_{observed} = \frac{218.447}{215.221}$$

$$f_{observed} = 1.01$$

Based on the result of homogeneity test, it was gotten  $f_{table}$  1.82 and  $f_{observed}$  1.01. From calculation that  $f_{observed}$  1.01 <  $f_{table}$  1.82. So the test criteria above means  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that the data from two variables are homogeneous.

### T-Test For of Pre-Test

Once the data is distributed normally and homogeneously, then the hypothesis is tested. The hypothesis aims to reveal whether there is a positive influence in the writing of achievements of a student taught using peer feedback techniques and the students taught not using Peer feedback technique. In this case, the researchers use the test-t because there are two variables, as well as pre-test and post-test values. The table of the hypothesis test results for the pre-test is:

**TABLE 7**  
**T-TEST RESULT FOR THE PRE-TEST**

Class	Students	$t_{observed}$	$t_{table}$
Experiment	32	0.69	1.99
Control	32		

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{61.56 - 59.06}{\sqrt{\frac{(31)215 + (31)218}{62} \left(\frac{1}{32} + \frac{1}{32}\right)}}$$

$$t = \frac{2.5}{\sqrt{\frac{6.665 + 6.758}{62} (0.03 + 0.03)}}$$

$$t = \frac{2.5}{\sqrt{12.99}}$$

$$t = \frac{2.5}{3.60}$$

$$t = 0.69$$

Based on the explanation above, the t-test results found that  $t_{count}$  was 0.69 and  $t_{table}$  was 1.99. So  $H_0$  is accepted and  $H_a$  is rejected. Because  $t_{count}$  is lower than  $t_{table}$ , it means that there is no positive influence between the experimental and control classes before being given treatment in both classes.

**Result of the Post-Test**

In this study, the trial results can be seen in the calculations below:

*N Gain*

$$= \frac{Skor Posttest - Skor Pretest}{Skor Ideal - Skor Pretest}$$

The result can be shown the table below:

**TABLE 8  
THE RESULT OF POST-TEST**

N o .	Clas s	Sa mp le	Av era ge	Sta nda rd Dev iatio n	Max imu m	Var iant s
1	Expe rime nt	32	41. 15	16.4 6	100	270 .97
2	Cont rol	32	21. 97	14.3 2	90	205 .15

Based on the table above shows the results of the post-test, the results show that the total students of the experimental class and control class. The average value of the experimental class is 41.15 and the control class was 21.97.

**Result of the Normality of Post-Test**

The normality test is used to determine whether the data in the experimental group and the control group are normally distributed. To measure normality in this study, the researcher used the Liliefors formula; if  $l_{observed} < l_{table}$ , then the group is normally distributed. The results of the normality test for the post-test can be seen in the table below:

**TABLE 9  
NORMALITY TEST RESULT FOR  
THE POST-TEST**

Class	Students	$l_{observed}$	$l_{table}$
<b>Experiment</b>	32	0.090	0.346
<b>Control</b>	32	0.121	0.346

Based on the table, The result of normality test the control class showed that  $l_{observed}$  0.121 and  $l_{table}$  0.346. So, it can be concluded that data has normality distributed because  $l_{observed} < l_{table}$ .

**Result of Homogeneity of Post-Test**

After the data is normally distributed, the researcher then tests the homogeneity of the data. This aims to determine whether the data variance is homogeneous. This test uses the f-test formula as a technique to test for homogeneity. The results can be seen in the table below:

**TABLE 10**  
**HOMOGENITY TEST RESULT**  
**FOR THE POST-TEST**

Class	Variance	$f_{\text{observed}}$	$f_{\text{table}}$
Experiment	117.673	1.61	1.82
Control	106.426		

The result of homogeneity test can be seen in the calculation below:

$$f_{\text{observed}} = \frac{117.673}{106.426}$$

$$f_{\text{observed}} = 1.61$$

Based on the result of homogeneity test, it was gotten  $f_{\text{table}}$  1.82 and  $f_{\text{observed}}$  1.61. From calculation that  $f_{\text{observed}}$  1.61 <  $f_{\text{table}}$  1.82. So the test criteria above means  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that the data from two variables are homogeneous.

#### Result of Hypothesis Test

After the data is normally distributed and homogeneous, hypothesis testing is conducted. This test aims to determine whether there is a positive influence on the achievement of writing descriptive texts between students taught using peer feedback techniques and students who are not taught using peer feedback techniques. In this case, the researcher used the t-test because there are two variables in this study and the pre-test and post-test scores, as well as their averages, are different. Theoretically, if  $t_{\text{observed}} \leq t_{\text{table}}$  then  $H_0$  is accepted  $H_a$  is rejected, if  $t_{\text{observed}} > t_{\text{table}}$  then  $H_0$  is rejected and  $H_a$  is accepted. The results of the hypothesis test for the post-test are:

**TABLE 11**  
**T-TEST RESULT FOR THE POST-TEST**

Class	Average Gain Students Score	Degree Freedom	Variance	$t_{\text{observed}}$	$t_{\text{table}}$
Experiment	41.15	64	270.97	5.08	1.99
Control	21.97		205.15		

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{41.15 - 21.97}{\sqrt{\frac{(32 - 1)270 + (32 - 1)205}{64 - 2} \left(\frac{1}{32} + \frac{1}{32}\right)}}$$

$$t = \frac{19.18}{\sqrt{\frac{(31)270 + (31)205}{62} (0.03 + 0.03)}}$$

$$t = \frac{19.18}{\sqrt{\frac{8.370 + 6.355}{62} (0.06)}}$$

$$t = \frac{19.18}{\sqrt{14.25}}$$

$$t = \frac{19.18}{3.77}$$

$$t = 5.08$$

Based on the table above, it is known that the calculated  $t_{\text{observed}} > t_{\text{table}}$  are  $5.08 > 1.99$ . So,  $H_0$  is rejected and  $H_a$  is accepted. This means that there is a positive influence from the used of peer feedback techniques on the performance of writing descriptive text.

## **Discussion**

After obtaining the research results, researchers must discuss quantitative data that has been analyzed using statistics. The data are the written test scores of eleventh grade students of SMA Kemala Bhayangkari Kotabumi in the 2024/2025 academic year. The form of the test is a written test. Based on the research, the researcher that writing achievement using the peer feedback technique is better than not using the peer feedback technique. This can be seen from the post-test scores in the experimental and control classes. The experimental class shows that students have succeeded in the achievement of writing descriptive text by using the peer feedback technique and the average score was 41.15. Furthermore, in the control class the average score is 21.97. This means that the peer feedback technique has a positive effect on students' writing achievement on descriptive text.

In addition, the two classes have different situations in learning using peer feedback and not using peer feedback. In learning using peer feedback technique can improve students' writing achievement. Because students can respond to each other's writing, exchange ideas without fear of making mistakes, can become more aware of the types of writing problems, and can find different revision strategies. It can be concluded that this feedback process includes students taking different perspectives, comparing others' work with their own, and assimilating new knowledge, which can be coherently referred to as reflective knowledge building (Van Popta et al., 2017, p. 68). In addition, in learning without the use of peer feedback techniques students have

low concept mastery, students do not have the ability to give each other perspectives, and give each other feedback.

The following are some previous studies relevant to this research: Annisa Ayunda Citra on The Effect of Using Peer Feedback Technique on Students' Achievement in Writing Recount Texts at the Tenth Grade of SMA PAB 6 HELVETIA Academic Year 2016/2017. The research results indicate that there is a significant influence on students' writing achievement of recount texts by using the peer feedback technique. This can be proven by the data obtained from the results of the pre-test and post-test, as well as the average scores in the experimental class and the control class, which are categorized as very good.

Referring to the previous research mentioned above, there are differences and similarities; the differences lie in the research objectives and the types of texts used in the research. In previous research, the aim was to examine whether there was a significant effect on the writing performance of recount texts among tenth grade high school students. In this study, we want to see if there is a positive effect on the writing performance of descriptive texts among eleventh grade high school students. The similarity lies in the technique; the technique used is peer feedback.

Regarding the research conducted at SMA Kemala Bhayangkari Kotabumi, it was found that there was a positive influence between the writing achievement of students who were taught with peer feedback techniques and those who were not taught with peer feedback techniques. This is evidenced by the value of  $t_{\text{observed}}$  5.08 while

value of  $t_{table}$  is 1.99. Based on this description, it can be concluded that there is a positive effect of peer feedback technique on students' writing achievement in descriptive text at Kemala Bhayangkari Kotabumi High School in the 2024/2025 academic year.

#### **IV. CONCLUSION**

Based on data analysis and hypothesis testing, it was found that  $t_{observed} > t_{table}$  which was 2.33. So  $H_0$  was rejected and  $H_a$  was accepted. Dapat disimpulkan bahwa, there is a positive influence of peer feedback techniques toward writing achievement on at the eleventh grade of descriptive text of SMA Kemala Bhayangkari Kotabumi academic year 2024/2025.

##### **Suggestion**

Based on the research findings, the researchers offer several suggestions:

1. Teachers

For English teachers, they can help students improve their writing

skills by using peer feedback techniques. Teachers must use their time effectively and efficiently in order to help students improve their skills through better explanations.

2. Students

The students have to understand that writing ability is important. So, the students should improve their writing ability. They can provide with the teachers or other friends and should be active and creative in learning activity.

3. Next Researchers

This research is still far from perfect. Therefore, I hope that future researchers will prepare themselves well before and during the research. Future researchers can also conduct studies on issues related to writing performance using different methods, so that all student problems in English lessons can be addressed and resolved.

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