PROJECT
(Professional Journal of English Education)
Volume 9, No. 6, November 2026
p–ISSN 2614-6320
e–ISSN 2614-6258

The Implementation of Students' Peer Review Practices in Teaching Writing Hortatory Text at Grade XI Senior High School

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Abstract

Writing is an essential skill for expressing ideas, thoughts, and emotions in written form. However, many students encounter difficulties in writing, particularly in producing hortatory texts. This study investigated the implementation of students' peer review practices, the difficulties encountered during implementation, and its efficacy in teaching writing hortatory text. This study employed a mixed-methods approach with an exploratory sequential design. The participants were 32 students of Grade XI IPS 1 at MA Al-Muawanah, Bandung Barat. Data were collected through observations, questionnaires, and writing tests. The findings indicated that peer review practices provided opportunities for students to review and respond to their peers' writing. The students experienced 39.60% cognitive difficulties, 38.90% psychological difficulties, and 21.5% linguistic difficulties. In terms of writing performance, the students' mean score increased from 68.9 in the pre-test to 86.8 in the post-test. A paired-samples t-test indicated a statistically significant difference between the pre-test and post-test scores. It showed a Sig. (2-tailed) of 0.000 or < 0.005. These findings suggest that students' writing performance improved following the implementation of peer review practices. Observation findings also indicated increased student participation during the peer review practices. The findings imply that peer review can support students'participation and improve their hortatory writing performance when implemented with clear teacher guidance.

Keywords: Peer Review; Writing; Hortatory

INTRODUCTION

Writing is the act of expressing a specific thought, idea, or information in written form. Writing not only conveys people's thoughts and feelings but also presents specific information, insights, science, and so on in written form, as mentioned by Syafi' et al. (2024). Without writing, the process of transforming knowledge over time will not work. Elfiyanto and Fukazawa (2020) explain that this ability includes intelligence and beneficial processes that find and create thoughts in the text. This is related to Simatupang et al. (2025) who state that writing is an action that shows interaction, which takes place between the author and the reader. It is in line with Maxsetovna (2022) who states that writing is a speaking action used to express thoughts, ideas, or data in written form. Hence, writing is a tool that connects the writer and the reader, who is transferring some insight, thought, or point of view from the writer. Among the productive skills, writing is an essential skill that students are expected to acquire in addition to speaking.

Some challenges occur when students have to deliver their ideas in written form, especially in a hortatory text. Lasminiar (2020) states that they do not fully comprehend how to organize

ideas into a text. Furthermore, the students cannot connect the structure and language features in writing hortatory texts. Gaffar et al. (2024) also state that a hortatory text includes a thesis, an argument, and a recommendation. Many students face a lot of difficulties, such as building ideas, translating words, establishing topics, creating recommendations, a thesis, and argumentation in writing hortatory exposition texts (Novitasari and Putri, 2021). Most of the students also show a lack of comprehension in writing their ideas into a thesis or argument. This is also in line with Lasminiar (2020) who argues that students do not have a full comprehension of writing hortatory texts. Another difficulty is caused by the lack of vocabulary, grammar, spelling, and practice (Anistasya et al., 2022). Moreover, the students also have a challenge in understanding the cognitive process of writing assignments, such as revising and reviewing. Revising deals with the initial draft, visible modifications that both teachers and classmates can observe. Reviewing is also an important thing in improving students' ability, which involves giving feedback in the review process (Baharudin and Razali, 2021). Therefore, the challenges mentioned above faced by students need an appropriate approach to solve these issues, such as reviewing or revising.

It is clear from the aforementioned issues that students require an approach tailored to their individual needs to review feedback effectively. Based on Gaffar et al. (2024), the implementation of peer review practices demonstrated differences in students' writing performance between the pre-implementation and post-implementation stages. The findings indicated an improvement in the eleventh-grade students' writing ability after the implementation of students' peer review practices. These findings suggest that peer review practices have the potential to support students in developing their writing performance, particularly in writing hortatory texts. This is related to Lasminiar (2020), who mentions that peer-correction feedback can effectively increase students' ability to write hortatory texts, especially in associating the thesis, argumentation, and recommendation. Kloss and Espinoza (2022) note that peer review practices, particularly included metalinguistic feedback, effectively decrease mistakes in the utilization of information-structuring connectors among 39 participants. Hence, students' peer review practices can be a solution-oriented approach for solving issues with students' writing ability.

A few studies have shown that peer review practices positively improve students' writing ability. According to Nur (2021), there was an improvement in the writing of recount texts of eleventh-year junior high school students when they used peer review practices. It was measured by their mistakes in writing a recount text through the students' peer review technique. The average score for students taught using the peer review technique was 76,45, which was categorized as good. They performed better in writing with good ideas, sense, and emotion. Another study by Ruru and Sulistyo (2020) discovered that students' peer review practices enhanced the writing ability of eighth-grade junior high school students, particularly in content, organization, grammar, vocabulary, and mechanics when writing descriptive texts. It created a good atmosphere in the class and made them less anxious. Through the students' peer review practice technique, they found it enjoyable to engage in interactions by providing comments and suggestions aimed at minimizing errors.

The aforementioned studies prove that peer review practices are beneficial for improving students' writing skills. They were able to explore writing ideas better and express feelings in written form. However, previous studies have examined peer review and writing hortatory texts, but limited attention has been given to simultaneously examining the implementation of students' peer review practices, the difficulties students encounter during the implementation,

and the efficacy in their writing performance within a specific senior high school context. Hence, the writer is inspired to conduct the research titled "The Implementation of Students' Peer Review Practices in Teaching Writing Hortatory Text at Grade XI Senior High School". The objectives of this research are to examine the classroom situation of eleventh-grade students at MA Al-Muawanah when peer review practices are implemented, identify the difficulties encountered by students during the implementation of peer review practices, and examine the efficacy of students' writing performance in learning hortatory texts.

The significance of this study lies in its focus on the implementation of peer review practices from several perspectives rather than just examining writing performance. By investigating the classroom situation, students' difficulties, and the efficacy in students' writing performance, this study is expected to provide a more comprehensive understanding of how peer review practices can be implemented in teaching writing hortatory text. The findings may be useful for English teachers in designing and managing peer review practices and in identifying the types of support students need during the process. In addition, the study may contribute to the existing literature on students' peer review in EFL writing, particularly of Grade XI students at Senior High School.

METHOD

Research Design

Research design refers to a systematic plan that guides the process of conducting a study, including the procedures for collecting, analyzing, and interpreting data (Mahyoub, 2026). Creswell (2019) describes research design as an approach to inquiry that provides a framework for conducting qualitative, quantitative, or mixed-methods research. In this study, an exploratory sequential mixed-methods design was employed as the overall research framework. This design begins with a qualitative phase to explore implementation and participants' difficulties, followed by a quantitative phase that is informed by the findings from the qualitative phase (Creswell, 2019). It was selected because the study required an initial exploration of the classroom situation and students' difficulties related to peer review practices before conducting the quantitative phase.

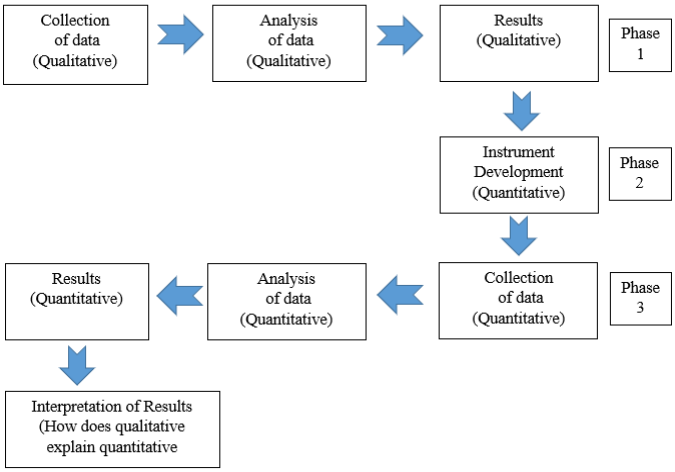

Figure 1. Exploratory Sequential Design

This study was conducted in three phases. In the first phase, qualitative data were collected and analyzed to explore the classroom situation and identify students' difficulties related to the implementation of peer review practices. In the second phase, the findings from the qualitative phase were used to develop and refine the quantitative research instrument. This phase served as a bridge between the qualitative and quantitative components of the study. In the third phase, quantitative data were collected through a one-group pretest–posttest design to examine changes in students' hortatory text writing performance following the implementation of peer review practices. The results of the two tests were then compared to determine whether students' writing performance improved following the treatment. The quantitative phase, adapted from Kurniati and Nuraini (2020), can be represented as follows:

$$O_1 \; X \; O_2$$

Information:
O_1 = pre-test score
X = treatment
O_2 = post-test score

Population and Sample of The Research

The population of the study consisted of eleventh-grade students at MA Al-Muawanah, Bandung Barat, during the 2024-2025 academic year. The sample was selected using purposive sampling, in which the researcher selected class XI IPS 1 based on its suitability for the research objectives and the appropriateness of conducting the study in the class. The sample consisted of 32 students from class XI IPS 1. The participants varied in terms of their writing proficiency and existing knowledge. Despite these differences, all students actively engaged in the learning activities throughout the implementation of the study.

Research Instruments and Data Collection Procedure

Research instruments are equipment used to collect different kinds of data in research and are analyzed either quantitatively or qualitatively and organized in a structured manner, as mentioned by Sukmawati et al. (2023). This research used the following research instruments:

1. Observation
   Observation is one of the instruments in this research that was used to collect data that occurred in the field. As stated by Sukmawati et al. (2023), observation is essential to all scientific work. Through observation, the writer recorded the teacher's and students' activities during the implementation of peer review practices in teaching hortatory text.
2. Questionnaire
   A questionnaire was used to gather data numerically. As stated by Permatasari et al. (2025), a questionnaire is a quantitative research instrument used to gather and analyze numerical data. It is a data collection technique that involves questions that have been systematically prepared. A questionnaire adapted from Santia et al. (2022) was used to identify students' difficulties with peer review practices. A questionnaire consisted of 25 questions covering three areas: cognitive, psychological, and linguistic difficulties.
3. Test
   A writing test was administered as a pre-test and post-test to measure students' writing performance before and after the implementation of students' peer review practice. In the pre-test, students were asked to write a hortatory text on a blank sheet of paper.

The treatment was conducted through peer review practices. First, the teacher introduced the social function, generic structure, and language features of hortatory texts and explained the peer review procedure and assessment criteria. Second, students wrote a hortatory text and exchanged their drafts with a peer. Each student reviewed their partner's writing using the provided peer-review guidelines, focusing on content, organization, vocabulary, grammar, and mechanics. Third, students discussed the feedback with their peers and revised their drafts on the feedback received. During the process, the teacher monitored the activities and provided guidance when necessary.

Finally, after the implementation of peer review practices, the students were asked to complete the post-test by writing a hortatory text based on a topic related to the learning activities. It was conducted to see changes in students' writing performance following the implementation of peer review practices in hortatory text writing.

Data Analysis

Data analysis refers to the systematic organization and interpretation of raw data to generate meaningful information (Islam, 2020). In this study, the data were analyzed using qualitative and quantitative techniques based on research questions:

1. Qualitative Data
   The observation data were analyzed descriptively to examine the implementation of peer review practices during the teaching and learning process. The observation results were organized and interpreted to identify students' difficulties during the activities. The findings from the qualitative phase were also used to inform the development and refinement of the questionnaire.
2. Quantitative Data
   The questionnaire and writing test were analyzed quantitatively. The questionnaire data were analyzed using percentages to identify students' difficulties in three categories: cognitive, psychological, and linguistic. Each item was scored on a five-point scale. The percentage for each category was calculated using the following formula:

$$P = \frac{X}{\sum X}$$

Where:
P = Percentage score
X = Obtained score
$\sum X$ = Total obtained score from all aspects

$$P = \frac{\text{Obtained score}}{\text{Total obtained score from 3 aspects}} \times 100$$

Meanwhile, the students' writing performance was assessed using a rubric adapted from Brown (2007). The rubric covered five aspects: content (30%), organization (20%), grammar (20%), vocabulary (15%), and mechanics (15%). The rubric was used for both the pre-test and post-test.

The pre-test and post-test scores were then analyzed using a paired-samples t-test to determine whether there was a statistically significant difference in students' writing

performance before and after the implementation of peer review practices. The significance level was set at 0.05. An improvement was considered statistically significant if the p-value was less than 0.05.

RESULTS AND DISCUSSION

Results

The implementation of students' peer review practices started from the second week until the third week. During its implementation, the teacher observed that the students could follow the activities from the first to the fourth meeting. The students separated into small teams that consisted of two people, and they were to create their own hortatory text. Their next task was to make review points about the definition, social function, and structure of other groups' hortatory texts. The students discussed and gave feedback on the review of the text. Among the students, some asked about how to correct or identify the definition, social function, and good structure of hortatory texts. Overall, they adhered to the implementation of students' peer review practices as much as possible. During the implementation, they faced some difficulties, such as being confused about the correction technique and vocabulary, grammar, and tenses. However, the aforementioned difficulties could be solved by discussing them with each other and ensuring that the teacher was involved.

The writer observed that the students encountered various challenges during the implementation of students' peer review practices. The difficulties experienced throughout peer review practices are presented in the chart below:

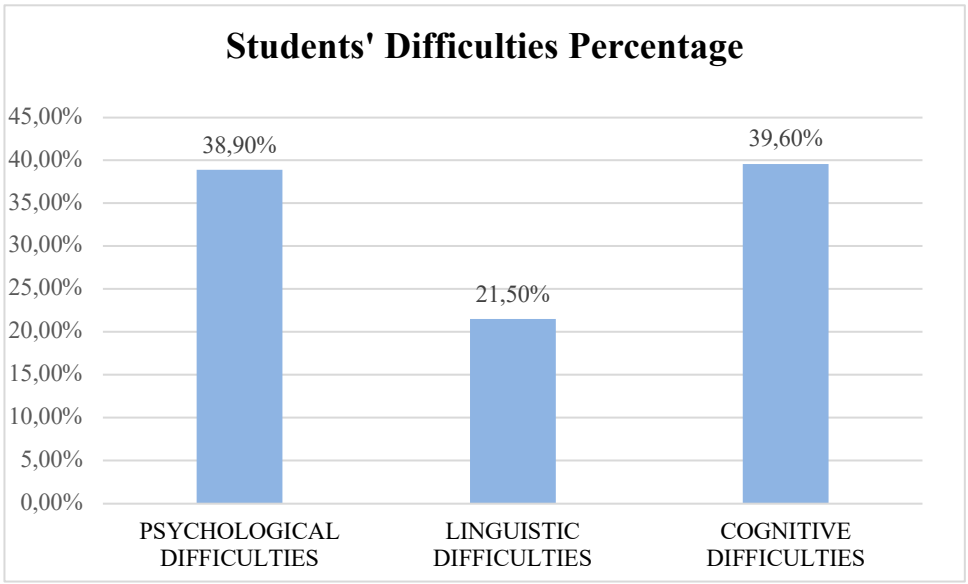

Figure 2. Students' Difficulties in the Implementation of Students' Peer Review Practices

As presented in the illustration, the questionnaire results indicated that cognitive difficulties obtained the highest percentage scores (39.60%), followed by psychological difficulties (38.90%), and linguistic difficulties (21.50%).

Based on the chart above, some students experienced difficulties in correcting hortatory texts. Particularly with grammar, tenses, vocabulary, passive voice, and writing mechanics such as capitalization and punctuation. Others struggled to understand the text due to unfamiliar topics,

including corruption cases in Indonesia. Besides, several students also lacked confidence and were afraid of making mistakes. To address these challenges, the teacher encouraged students to stay focused and use books or other references to complete the task confidently.

The results indicate a difference in students' scores on writing hortatory texts following the application of peer review practices. The improvement prove from the difference between the pre-test and post-test scores. The highest score achieved in the pre-test was 83, while the lowest was 55. In contrast, the post-test scores ranged from 82 to 93, with 93 as the highest score and 82 as the lowest. Furthermore, the average result rose from 68,9 on the pre-test to 86,8 on the post-test. After verifying that the data satisfied the normality assumption, a paired-samples t-test was conducted to determine whether the difference between the pre-test and post-test scores was numerically significant.

Table 1.2. The Results of Descriptive Statistics of The Pre-test and Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE_TEST	32	55	83	68.87	7.299
POST_TEST	32	82	93	86.76	2.074
Valid N (listwise)	32				

Table 1.3. The Results of the Paired Samples T-Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PRE_TEST - POST_TEST	-17.888	8.090	1.430	-20.805	-14.972	-12.508	31	.000

The paired-samples t-test showed a Sig. (2-tailed) value of 0.000 (< 0.005), indicating a statistically significant difference between the pre-test and post-test scores. This result demonstrates that the implementation of students' peer review practices significantly improved students' ability to write hortatory texts.

Discussion

This section discusses the study's main findings, focusing on the implementation of students' peer review practices, the difficulties encountered by students during the implementation, and its effectiveness in improving students' writing skills in hortatory texts.

The implementation of peer review practice was carried out over four meetings from June 2 to June 16, 2025. Throughout the process, the teacher adopted the discovery learning approach, which consisted of six stages, namely stimulation, statement of the problem, collection of the data, processing of the data, verification, and generalization. These stages provided a systematic framework for students to develop their understanding of hortatory text and apply peer review activities.

During the treatment, students wrote hortatory texts, exchanged their drafts with peers, reviewed their peers' writing, discussed the feedback, and revised their drafts. Although students experienced several difficulties, they gradually became more engaged in the activities and were able to provide feedback on their peers' writing. This finding is consistent with Felder and Brent (2007) who argue that cooperative learning can improve learning outcomes and students' satisfaction through effective group work. It is also in line with Muflihah and Authar (2021) who found that peer review was positively received by students and could support improvement in writing, particularly in grammar and paragraph development. The findings suggest that peer review can provide students with opportunities to actively participate in the writing process and learn from their peers' work.

Despite their active participation, students experienced difficulties in implementing peer review practices. The questionnaire results showed that cognitive difficulties accounted for 39.60%, psychological difficulties for 38.90%, and linguistic difficulties for 21.50%. Among the three categories, cognitive difficulties represented the highest percentage. The results show that students experienced cognitive difficulties particularly in dealing with content, organization, and mechanics. They had difficulty identifying relevant content, organizing ideas, and recognizing errors in their peers' writing. This finding is consistent with Amelya and Baa (2022), who identified content, organization, and mechanics as common cognitive difficulties in writing. Similarly, Al-Makhmari (2025)found that students experience difficulties related to content and organization when conducting peer review, including problems with topic development, background knowledge, punctuation, capitalization, and understanding the meaning of texts.

Students also experienced psychological difficulties, particularly anxiety and worry during the second and third meetings. Their concerns included receiving low scores, producing poor writing, and making mistakes when identifying and correcting errors in their peers' texts. This finding is consistent with Nurdianingsih et al. (2024) who reported that psychological factors such as anxiety and low motivation can hinder EFL students' writing performance. However, Vattøy & Gamlem (2024) reported relatively low levels of fear and anxiety during peer review activities, suggesting that students' psychological responses to peer review may vary depending on the learning context and the way peer review is implemented. Furthermore, Bhuana and Fauziah (2021) suggested that positive emotions, such as happiness and interest, may encourage positive learning behaviors and motivate students to engage in learning activities. Therefore, teachers need to provide sufficient support and guidance during peer review activities to help students feel more confident and comfortable when giving and receiving feedback.

Linguistic difficulties accounted for the lowest percentage (21.50%), although students still experienced problems with vocabulary and grammar. Students had difficulty understanding unfamiliar vocabulary and identifying grammatical errors in their peers' writing. This is consistent with Nurdianingsih et al. (2024) who found that linguistic aspects, particularly limited vocabulary and grammatical errors, can become challenges in EFL writing. To address these difficulties, the teacher provided support by allowing students to use dictionaries and consult their peers when they encountered unfamiliar vocabulary. Such support helped students participate more confidently in the peer review activities.

The findings also indicate an improvement in students' hortatory text writing performance after the implementation of peer review practices. The comparison between the pre-test and post-test

scores showed an increase in students' writing performance. The paired-samples t-test findings showed a Sig. (2-tailed) of 0.000 or <0.0005, indicating a statistically significant difference between students' pre-test and post-test scores. This finding is consistent with Elfiyanto and Fukazawa (2020) who reported that peer review practices could improve students' writing abilities, particularly in areas such as organization and vocabulary. Peer review may support writing development by providing students with opportunities to identify weaknesses in their own and their peers' texts, receive feedback, and revise their writing.

Overall, the findings indicate that peer review practices can be a useful approach to support students in writing hortatory texts. The students were able to participate in the peer review activities and showed improvement in their writing performance after the treatment. However, the implementation also revealed several difficulties, particularly cognitive and psychological difficulties, which may affect students' ability to provide and respond to feedback effectively. Therefore, peer review activities should be accompanied by appropriate teacher guidance and support. Teachers may provide clear review guidelines, examples of appropriate feedback, and opportunities for students to use dictionaries or consult their peers when they encounter linguistic difficulties. Providing a supportive classroom environment may also help reduce students' anxiety and increase their confidence during peer review activities.

CONCLUSION

Based on the findings of the study, three main conclusions can be drawn. First, peer review practices in teaching writing hortatory text were successfully conducted. The students actively participated in the learning process from beginning to end and completed the writing activities with guidance from the teacher. Although they encountered several difficulties during the implementation, they were generally able to participate in the peer review activities and complete assigned tasks.

Second, the students experienced three types of difficulties during the implementation of peer review practices: cognitive, psychological, and linguistic difficulties. Cognitive difficulties accounted for the highest percentage (39.60%), followed by psychological difficulties (38.90%) and linguistic difficulties (21.50%). The difficulties were particularly related to limited vocabulary, lack of topic-related knowledge, grammar, and punctuation. Nevertheless, the students attempted to overcome these challenges by discussing their work with peers and receiving guidance from the teacher.

Third, the students' writing achievement showed an improvement after the implementation of peer review practices. The comparison between the pre-test and post-test results indicated a statistically significant difference in students' writing performance.
In short, these findings suggest that peer review provides students with opportunities to actively engage in reviewing, discussing, and revising their written work. However, the difficulties experienced by the students also indicate the importance of teacher support during the peer review process. Clear instruction, appropriate review criteria, and guidance may help students manage cognitive, psychological, and linguistic difficulties and participate more confidently in peer review activities.

Despite these findings, this study has several limitations. First, the participants were limited to 32 students from one class, which restricts the generalizability of the findings. Second, the

absence of a control or comparison group limits the extent to which changes in students' writing performance can be attributed to peer review practices. Future studies should therefore involve larger and more diverse samples, multiple classes or schools, and a control or comparison group to provide stronger evidence regarding the contribution of peer review to students' writing development.

ACKNOWLEDGMENTS

Firstly. With the implementation of this research, the writer would like to thank the headmaster, the homeroom teacher, and the students of XI IPS 1 for all of their support in this research. Secondly, this research has been carried out to serve as a source for teachers, students, and everyone at MA Al-Muawanah to improve students' writing skills in hortatory texts through the implementation of students' peer review practices.

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