

## ABSTRACT

Rahmatullah, Nuril Fajar, 2022. *A Descriptive Study on the Implementation of Peer Feedback in the EFL Writing Class*. Thesis. English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember. Advisor: (1) Henri Fatkurochman, M. Hum. (2) Nur Kamilah, M.Pd.

**Keyword :** *Peer Feedback, Writing class*

Writing is meant for conveying thoughts, ideas, and facts in easy and lucid language. Through instruction in writing processes and rules of writing, such as grammar rules, and writing practice, students should improve their writing skills, which teachers must motivate. This study aims to find out what types of feedback made by the students and to know how do peer feedback of the students contribute to students writing portfolio.

This study utilized descriptive qualitative research. The data were obtained through students' writing portfolio. The data were analyzed by three steps data reduction, data display, conclusion drawing/verification. The participants of this research were 29 students of MAN 1 Jember.

Based on the result, it was found that the students used two types of feedback namely direct and indirect feedback, according to the study's findings. The students used direct feedback because they were certain that their answer was correct. the students also used reformulation feedback because they weren't sure which answer was correct. The findings revealed that after receiving peer feedback, some of the students revised their writing portfolio after receiving peer feedback and some of them were not.

In conclusion, the students used two types of feedback, namely direct and reformulation of peer feedback. The reformulation of peer feedback was mostly used by the students. Some of the students revised their writing product after receiving peer feedback and some of them were not. The most student's revision categories are followed by clear improvement (major) and no improvement (minor).