

## **The Impact of Peer and Teacher Feedback Using Twitter on FFL Writing Class**

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### **Abstract**

Feedback is a technique used in the teaching and learning environment to improve the acquisition of knowledge and skills, including writing mastery. This study investigates the impact of incorporating peer and teacher feedback techniques through Twitter on developing writing skills in French as a Foreign Language (FFL) class. The study employed a quantitative experimental approach that adopted a One Group Pre-Test and Post-Test design. A sample of 30 students enrolled in the fourth semester of the French Language Education Study Program at a university in Bandung, Indonesia, participated in the study. This study used two research instruments to gather the data: a writing assessment consisting of a pre-test and post-test and a questionnaire to measure students' perceptions of the studies' treatment. The data test was analyzed using the CEFR A2-level assessment instrument from Tagliante (2005) and then processed statistically using SPSS 26 software. While questionnaire data were analyzed using a Likert scale with five intervals. The statistical analysis results demonstrated a substantial impact, indicating increased scores from the pre-test to the post-test. The observable augmentation in the caliber and efficacy of student writing across all evaluation domains supports this assertion. In conclusion, the implementation of peer and teacher feedback using Twitter in French as a Foreign Language (FFL) writing class significantly enhances students' writing proficiency. Furthermore, it allows students to demonstrate a favorable acceptance and perception of this implementation to improve their French writing skills.

**Keywords:** French, peer feedback, teacher feedback, twitter, writing

## INTRODUCTION

Writing skills in foreign languages are still difficult for students to master. Writing skills are a complex activity that involves putting ideas into language. The complexity of writing skills has caused various challenges. This is because writing in a foreign language has its own set of challenges, such as linguistic difficulties, particularly at the levels of lexicon and syntax, morphology and semantics, difficulties in applying cohesion and coherence (Ariyanti & Fitriana, 2017; Belkhir & Benyelles, 2017), grammatical difficulties such as mastery of vocabulary plurality, articles, verbs, clauses, passive sentences, and prepositioning (Ariyanti & Fitriana, 2017; Hasan & Marzuki, 2017), and difficulties in using proper spelling, vocabulary, and punctuation (Nasser, 2018). Furthermore, in the context of French as a Foreign Language (FFL) writing classes, the difficulties faced by students include difficulties in getting ideas or topics for writing and developing them into coherent paragraphs (Santuri et al., 2022). In addition, students tend to have difficulties in conjugating verbs and in constructing sentences according to French grammar (Siregar, 2022). The lack of vocabulary and writing practice are also one of the problems encountered (Santuri et al., 2022). Therefore, these difficulties become a challenge, particularly for teachers. Teachers must be able to manage writing skills classes that help students learn to write and develop writing habits. Teachers must also lead the teaching and learning process to develop students' writing performance.

Various previous efforts have been made by teachers in order to help overcome the difficulties faced by students, including by applying an eclectic approach to learning methods, techniques and strategies (Destariani, 2018; Pratiwi, 2021; Alsehibany, 2021; Santuri et al., 2022; Siregar, 2022). Among the various methods, techniques, and strategies for learning writing skills that can be applied, peer and teacher feedback techniques are still widely applied in the last decade (Ruegg, 2018; Darmawangsa, 2018; MeiliaRasiban et al., 2018; Tian & Zhou, 2020; Nahru, 2020; Alsehibany, 2021; Pratiwi, 2021; Mulyadi et al., 2021; Alharbi & Alqefari, 2022). The numerous good practices and studies on applying these two techniques mentioned above illustrate that these techniques are still relevant and advantageous to be employed.

Teacher feedback is feedback given by teachers on student work in order to help students improve their understanding of concepts and skills to be mastered (Hattie & Timperley, 2007). Several previous studies have shown that teacher feedback contributes positively to improving writing skills (e.g. Ruegg, 2015; Ene & Upton, 2014; Han & Xu, 2020). It allows students to identify errors in their writing and improve their writing ability to be able to write using appropriate structure and grammar (Ruegg, 2015; Pratiwi, 2021). Feedback from teachers also contributes to helping develop students' writing ideas and influences students' cognitive, affective, and behavioral aspects (Pratiwi, 2021). Meanwhile, peer feedback is a process where students provide feedback on each other's learning results and achievements in a mutually supportive learning context (Nicol et al., 2014).

Peer feedback reflects cooperative learning as it requires interaction between one student and another (Mufidah & Tirtoni, 2023). Several previous studies have also proven that peer feedback has positive impacts on learning writing skills such as improving the quality of student writing (Darmawangsa, 2018; Nahru, 2020; Mulyadi et al., 2021; Alsehibany, 2021; Jabri & Ismail, 2021), and also increase students' learning motivation (Darmawangsa, 2018; Jabri & Ismail, 2021). In addition, peer feedback allows students to think critically by reading and correcting their friends' work (Nahru, 2020). Furthermore, this technique also contributes to improving students' communication and

collaboration skills that make students play active roles in learning and reduce fear and anxiety during writing learning (Alsehibany, 2021; Mufidah & Tirtoni, 2023). Based on these facts, applying either teacher feedback or peer feedback eventually provides benefits for developing students' writing performance. However, the question arises: Which technique is more positively perceived by students?

Some studies have found that students' acceptance of teacher feedback is higher than peer feedback (Ruegg, 2015b; Tsui & Ng, 2000; Tian & Zhou, 2020), and students' success rate is higher when receiving teacher feedback (Ruegg, 2015a; Ene & Upton, 2014). This is due to the fact that there are still many students who feel unsure/confident in their ability to correct or assess their friends' writing, both in terms of grammar, sentence patterns, and the selection of appropriate vocabulary (MeiliaRasiban et al., 2018). Students also tend to regard teacher feedback as a more useful and valuable source than peer feedback (Ene & Upton, 2014; Tian & Zhou, 2020); they prefer to follow teachers' suggestions rather than their peers' suggestions on improving their writing (Tian & Zhou, 2020; Tsui & Ng, 2000) due to the explanations that are more comprehensive. On the other hand, Ruegg's (2018) literature review found that teacher feedback can reduce students' confidence because when teachers give feedback, students receive much feedback at once. Hence, students feel discouraged and overwhelmed, which has a negative impact on their motivation to improve their writing skills (Muhsin & Sastrawati, 2019). These findings thus demonstrate that there are still varied opinions regarding the feedback techniques that are more accepted by students and urge for further study. This has prompted other researchers to consider fusing both of these techniques.

In this regard, a study from Han & Xu (2020) found that teacher feedback can strengthen students' confidence while implementing peer feedback. Another study stated that the combination of peer feedback and teacher feedback in writing learning is more appreciated and liked by students (Maarof et al., 2011), and it has an important role in improving the quality of student writing (Alharbi & Alqefari, 2022). In addition, the presence of teacher feedback in the implementation of peer feedback makes the feedback instruction more constructive; therefore, the evaluation of student writing is maximized (Phoungsub, 2019). Teacher feedback also directs students who are less confident or unsure when giving peer feedback on their colleagues' writing (MeiliaRasiban et al., 2018). It facilitates students' cognitive abilities when conducting peer feedback to increase their willingness to engage in feedback activities (Han & Xu, 2020). It can be concluded that incorporating both peer and teacher feedback into writing learning proved effective and more accepted by students. Both feedbacks complement each other's limitations and thus contribute more to the development of students' writing quality.

With the development of technology, the application of peer and teacher feedback techniques in learning writing skills can utilize a social media platform such as Twitter (Elfatah & Ahmed, 2015; Luo et al., 2016; Darmawangsa, 2018; Primadhani, 2021; Thandavaraj et al., 2021). Twitter is considered a suitable and accommodating tool to implement peer and teacher feedback in learning writing skills since it provides cooperative and interactive activities that take place during learning. These activities can be more easily implemented when using Twitter because when correcting peer writing, students can use features found on Twitter such as reply, tweet, retweet, and hashtag. Teacher feedback activities can also be more easily implemented with the hashtag, tweet, and reply features on Twitter.

Several studies have demonstrated the advantages of using Twitter in learning writing, such as improving communication between students and increasing students'

understanding (Boumediene et al., 2018; Thandavaraj et al., 2021), enhancing students' creativity and also facilitating interaction, and providing a platform for students to be more motivated to actively engage in the learning process (Romadhon et al., 2020; Thandavaraj et al., 2021). It also allows teachers to create various writing activities that make students explore their abilities more in order to improve students' writing skills (Darmawangsa, 2018; Boumediene et al., 2018; Romadhon et al., 2020; Primadhani, 2021; Thandavaraj et al., 2021). Therefore, Twitter is a potential learning tool to be utilized in writing classes to help students develop their writing skills. It is also considered easy to use since students are already familiar with social media.

Based on the above rationalization, applying a combination of peer and teacher feedback techniques in learning French writing skills using Twitter is relevant and important to be conducted. This is due to the fact that previous studies described above have not focused on combining the two techniques using a social media platform. Therefore, this study aims to investigate the impact of peer and teacher feedback techniques using Twitter on developing writing skills in French as a Foreign Language (FFL) class.

## METHOD

This study employed experimental quantitative research that adopted a One Group Pre-Test and Post-Test design. Students enrolled in the fourth semester of the French Language Education Study Program at a public university in Bandung-Indonesia have been involved as the study's population participants. Thirty students were then randomly selected as research participants among the population.

This study used two research instruments —testing and non-testing— to collect the data. The test instrument consists of a pre-test and post-test in the form of an essay test, which requires students to write a French narrative text on the topic of "*raconter des expériences personnelles (les fêtes de famille) sur Internet*," one of the CEFR A2-level themes.

Furthermore, researchers treated the experimental group throughout three meeting sessions. Twitter was used as a learning tool for A2-level French narrative text writing during the treatment. The flow of the treatment developed was adopted from the research of Han & Xu (2020) and Alharbi & Alqefari (2022) as follows:



**Figure 1. The Flow of the Treatment**

During the treatment, students were divided into five groups of six members. Each group was asked to create a narrative text with a different topic. After that, each group uploaded their writing on Twitter by adding hashtags to make it easier to identify the type of text upload (thread), including the initial thread (#TG), comment of thread (#CTTG), correction of thread (#CCTG), revision of thread (#RTG), and final draft (#FR\_TG). The determination of this hashtag was previously agreed upon at the beginning of the treatment meeting.

Then, at the end of the study, a post-test was conducted. At the same time, a questionnaire was distributed to respondents after the implementation of the post-test, which aims to determine students' perceptions after receiving research treatment. The Likert scale was used to analyze the results of students' answers. The questionnaire used in this study was adopted and modified from the questionnaire of Misnawati et al. (2022). For the test instrument, the researcher used the CEFR A2-level assessment instrument from Tagliante (2005) with a rating scale of 0-15. There are five aspects to be assessed as presented in the table 1 as follows:

Table 1. CEFR A2-Level French Writing Skills Assessment Aspects  
(Tagliante, 2005)

Aspect	Score
Compliance with instructions	0-2
Global performance	0-2
Relevance of the information provided	0-2
Correct simple sentence structure	0-4
Appropriate vocabulary selection	0-3
Use of very simple conjunctions, such as "and", "but" and "because"	0-2
<b>Total Score</b>	<b>15</b>

The results of the test instrument scores were then processed statistically using SPSS 26 software. Data analysis in this study used a normality test, homogeneity test, and t-test. Moreover, there were also gain and n-gain tests used to see the improvement of students' French writing skills. Both tests were analyzed with the help of SPSS 26 software. Additionally, the questionnaire results were analyzed using a Likert scale with five intervals (strongly agree, agree, undecided, disagree, strongly disagree) for non-test data.

## FINDINGS AND DISCUSSION

### *Learning Results*

Conducting prerequisite tests in the form of normality tests and variance homogeneity tests is the next stage that must be completed before conducting more data analysis. The normality test of the experimental class pre-test post-test scores used the Kolmogorov-Smirnov test. The results of the normality test are as follows.

Table 2. Results of Data Normality Test  
**One-Sample Kolmogorov-Smirnov Test**

		Pre-test Score	Post test Score
N		30	30
Normal Parameters <sup>a,b</sup>	Mean	9.97	12.17
	Std. Deviation	2.278	1.647
Most Extreme Differences	Absolute	.107	.158
	Positive	.107	.124
	Negative	-.075	-.158
Test Statistic		.107	.158
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>	.055 <sup>c</sup>

The normality test table above shows that the pre-test data's significance value is  $0.200 > 0.05$ , and the post-test is  $0.055 > 0.05$ . This information interprets that the data obtained in this study are normally distributed.

After obtaining the results of the normality test, then the homogeneity of variance test was conducted using the Levene One Way Anova test. The results of the variance homogeneity test are as follows.

Table 3. Results of Variance Homogeneity Test

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
2.474	7	18	.058

The variance homogeneity test table above shows that the data's significance value is  $0.58 > 0.05$ , which interprets that the research data is homogeneously distributed.

The gain and n-gain tests, which assess the efficacy of a method in one group pretest posttest design research, come next after the normality test and homogeneity of variance test. Additionally, the following criteria are used to group the n-gain test results:

**Category (Hake, 1999):**

- High :  $g > 0,7$
- Medium :  $0,3 < g < 0,7$
- Low :  $g < 0$

The following are the results of the analysis of the gain and n-gain tests:

Table 4. Results of N-Gain Test

Class	Pre-test	Post-test	Gain	N-Gain	Category
Experiment	9.97	12.17	2.47	0.465	Medium

According to the aforementioned N-gain calculation results, the average pre-test score was 9.97, and the average post-test score was 12.17, out of a possible maximum score of 15. These findings demonstrate that the experimental class's average score increased to 2.47 with an n-gain of 0.465, which is in the medium range. The use of peer

and teacher feedback techniques using Twitter is therefore shown to be sufficiently effective to be implemented as a technique and media for writing learning of A2-level.

In addition, a t-test was performed to compare the significance scores between the pre-test and post-test. The hypothesis of t-test in this study is as follows:

$H_0$ : Peer and teacher feedback techniques using Twitter do not affect improving the students' French writing skills.

$H_1$ : The peer and teacher feedback technique using Twitter improves the students' French writing skills.

Then, the following factors determine the t-test results:

1. If the  $\text{sig} > 0,05$ ,  $H_0$  is approved since there is no significant difference.
2. If the  $\text{sig} < 0,05$ ,  $H_1$  is considered as true if there is a significant difference.

The following are the findings of the t-test in the present study using the determinants mentioned above :

Table 5. T-Test Results

Paired Samples Test						
	Paired Differences					Sig.
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		(2-tailed)
				Mean	Difference	
				Lower	Upper	
Pair	pre test					
1	score -					
	post	2.200	1.700	.310	-2.835	-1.565
	test				7.089	29
	score					.000

According to the t-test results above, this study's significance value is 0.000, which is less than 0.05. In accordance with this,  $H_1$  is accepted since the differences are significant. Thus, it can be concluded that the peer and teacher feedback technique using Twitter improves students' French writing skills.

Based on the results of the n-gain test and t-test above, it can be argued that implementing peer and teacher feedback techniques using Twitter positively impacts learning A2-level French writing skills. This claim is interpreted by the increase in student writing results, which can be seen from the increase in score gain during the pre-test and post-test, as well as the t-test results, which shows that the peer and teacher feedback technique using Twitter increases student writing performance. The results of this study are in line with research conducted by Maarof et al. (2011), Han & Xu (2020), Alharbi & Alqefari (2022), Gonzalez-Torres & Sarango (2023), and Zou et al. (2022) who found that combining the collaboration of peer feedback and teacher feedback techniques in learning writing skills is a more effective approach than using only one of these learning techniques. In addition, the presence of Twitter as a learning tool is also one of the supporting aspects of improving students' writing skills. This is in line with the research of Elfatah & Ahmed (2015), Luo et al. (2016), Darmawangsa (2018), Boumediene et al. (2018), Romadhon et al. (2020), Primadhani (2021), and Thandeveraj et al. (2021) who have proven that Twitter as a learning medium can help in improving students' writing skills.

Furthermore, based on the data processing results of the test instrument analyzed using the CEFR A2-level writing skills assessment from Tagliante (2005), it shows that each aspect of the assessment has improved as follows.

Table 6. Pre-Test Post-Test Results Per-Assessment Aspect

Rating Scale	Mean pre-test	Mean post-test	Gain
Compliance with instructions	43.5	53.5	10
Global performance	44	52	8
Relevance of the information provided	41.5	50.5	9
Correct simple sentence structure	51	68.5	17.5
Appropriate vocabulary selection	68	87.5	19.5
Use of very simple conjunctions	51	53	2

However, the usage of suitable vocabulary demonstrated a larger progress score than the other five assessment factors out of the six. This can be seen from one example of the pre-test and post-test writing results, as shown below:



Figure 2. Student's pre-test writing results



Figure 3. Student's post-test writing results

As seen in Figure 2 and Figure 3, the vocabulary used in writing for the post-test is more diverse than for the pre-test, despite the fact that all sentences have the same intent: to describe party celebration décor. The findings of this study are consistent with those of Elfatah & Ahmed (2015) and Alsehibany (2021), who discovered that the elements of students' writing skills that improved were ideas and writing substance, cohesiveness, coherence, and writing style. In contrast, this study's findings clearly differ from those of Wihastyanang et al., (2020) studies, which claim that giving students comments on their work does not significantly improve their writing skills.

In addition, several factors influence the success of the application of peer and teacher feedback techniques, including the level of language mastery of students who are at an intermediate level, thus, they already have basic skills and knowledge of French grammar and vocabulary, which become the foundation when implementing peer feedback (Phoungsub, 2019). However, at the intermediate level of linguistics, teachers still need guidance to be more focused when providing feedback on their colleagues' writing (MeiliaRasiban et al., 2018); therefore, combining these two techniques can

complement each other and be effective. Furthermore, the characteristics of Twitter, with the features of replying, retweeting, and discussion forums about writing, facilitate the application of peer and teacher feedback techniques in writing skills. This affirms that Twitter, as a learning tool, can facilitate interaction and collaboration between teachers and students (see Elfatah & Ahmed 2015; Darmawangsa, 2018; Thandavaraj et al., 2021). Then, Twitter's ability to increase student motivation is also a contributing factor to the effective use of peer and teacher feedback techniques in this study, as found by Darmawangsa (2018), Romadhon et al. (2020), and Thandavaraj et al. (2021) in their research on the application of corrective feedback through Twitter.

#### ***Student's Perception***

A questionnaire was given to all respondents in an effort to elicit their perspectives on the application of peer and teacher feedback techniques using Twitter during the classroom learning process in order to complete the data regarding the effect of peer and teacher feedback techniques using Twitter on developing writing skills in French as a Foreign Language (FFL) classes. The questionnaire's findings are listed below.

Table 7. Questionnaire Results (Percent)

No	Statement	Percentage
1	I've been using Twitter for a long time.	78.7%
2	I use Twitter social media to share and get information.	80.7%
3	Implementing learning using Twitter social media is very new to me.	80%
4	I enjoy using Twitter as a medium for learning French writing skills.	77.3%
5	I feel confident when I post French posts on social media Twitter.	72.7%
6	I had fun commenting on my classmates' French writing.	79.3%
7	I was pleased to read my colleague's comment about my writing on social media Twitter.	80%
8	My colleague's comment motivated me to tweet in French on Twitter.	76.7%
9	I feel less confident when commenting on my friends' posts on Twitter.	56%
10	I find it difficult to understand my colleagues' comments on my writing.	47.3%
11	I prefer to receive feedback from teachers rather than peers.	66%
12	I feel more confident commenting on my colleague's writing if I get feedback from the instructor.	78%

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13	Feedback from teachers helps me to give feedback on my colleagues' writing.	82.7%
14	I favour peer feedback over feedback from teachers.	58%
15	I don't feel motivated to give feedback if there is direction from the instructor.	40.7%

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According to the information in Table 7, almost all of the respondents had not yet used Twitter to practice their French writing. However, since almost all of the respondents use Twitter frequently as a platform for sharing and learning, this does not impede the application of learning. The respondents are, therefore, conversant with Twitter's functionalities. Indeed, it is not surprising, given that, according to the Katadata website, the number of Twitter users climbed by 27.4% in 2023 compared to the previous year, reaching 24 million in Indonesia (Annur, 2023).

Twitter facilitates the use of peer and teacher feedback techniques, which makes writing instruction more interactive and collaborative. This is evident from the fact that most respondents reported feeling happier and more self-assured after utilizing Twitter to improve their writing abilities. Additionally, the Twitter reply feature makes providing feedback in writing class simpler, which makes almost all respondents happier to be able to comment on their colleagues' writing and enjoy reading their colleagues' reactions to the tweets they upload and makes almost all respondents more motivated to learn how to write in French. This is in line with studies by Darmawangsa (2018), Romadhon et al. (2020), and Thandeveraj et al. (2021), which claim that Twitter promotes interaction and gives students a platform to feel more motivated to participate in the learning process actively.

In addition, during the implementation of peer feedback, almost all respondents needed feedback direction assistance from the teacher, which increased the confidence of most respondents. It can be due to the fact that there are still many students who feel less confident in their ability to correct or assess their friends' writing, both in terms of grammar, sentence patterns, and the selection of appropriate vocabulary (MeiliaRasiban et al., 2018), thus, students tend to depend on feedback from teachers (Zacharias, 2007). This statement is supported by most respondents who still lack confidence when giving feedback on their peers' writing and most respondents who prefer to receive feedback from teachers rather than feedback from peers. This is in line with research by Tian & Zhou (2020) and Tsui & Ng (2000), which found that students believe that peer feedback is less effective than teacher feedback because they believe that teacher feedback is constructive in revising their writing and the explanations given are detailed and thorough. Although nearly half of the respondents said they felt unmotivated if the teacher gave them instructions when delivering feedback, they preferred peer feedback to teacher feedback. Thus, since peer and teacher feedback techniques are synergistic and complementary, combining them is appropriate.

## CONCLUSION

The findings of this study highlighted several noteworthy implications. Firstly, implementing peer and teacher feedback using Twitter in French for Foreign Language (FFL) writing class significantly enhances students' writing proficiency. The integration of peer and teacher feedback techniques mutually influenced and complemented each other, consequently fostering the improvement of students' writing skills. Furthermore,

implementing peer and teacher feedback using Twitter allows students to demonstrate a favorable acceptance and perception of this implementation to improve their French writing skills. Both techniques promote the development of students' confidence when writing and providing feedback on their peers' work. Students enjoy receiving feedback from sources other than their teachers as it allows them to comment and read comments from other students. Thus, writing instruction becomes more interactive and collaborative when delivered on Twitter, making it easier for teachers and students to give feedback. This undoubtedly impacts students' motivation and confidence when learning to write in French. Indeed, further research into cutting-edge feedback techniques, like Twitter, holds tremendous potential for increasing writing pedagogy in the digital era as technology advances.

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