



## Perception on The Use of Peer Review Technique in Optimizing Students' Reading Comprehension of Explanation Text in SMAN 1 Surabaya

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### ABSTRACT

The current research looks at the perception of using peer review techniques to improve students' reading comprehension. of explanatory texts at SMAN 1 Surabaya. This study employs a qualitative method approach, utilizing data collected qualitatively from input provided by student and teacher interviews and classroom observations to construct two research issues: (1) In the selected educational context, how to apply the peer review technique to maximize reading comprehension for explanatory texts? (2) How does the peer review approach affect the comprehension of explanatory texts by SMAN 1 Surabaya students when they read them? The findings revealed that specific strategies used by teachers to apply explanatory content to students' understanding of reading, such as encouragement to learn, using electronic media, such as English websites, and preparing other media as support in learning explanatory texts in the use of peer review techniques in reading comprehension students in the classroom. Next, teachers' strategies for using explanatory content in students' reading comprehension include learning motivation, using internet media such as English websites, involving students in group work, organizing the classroom environment for student learning, and preparing other media as support in learning explanatory texts in the use of peer review techniques in reading comprehension.

**Keywords:** *Language Peer Review Technique, Reading Comprehension, Perception, Reading Skill*

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## 1. INTRODUCTION

They may also serve as the foundation for engaging, well-rounded courses, as well as for introducing new themes, sparking conversations, and prompting creative replies (Burgess, 2014). Understanding written materials and their collective meaning requires translating words or phrases into another language and grasping the meaning of the writings themselves. The standard assessment procedure must be expanded for peer review applications. Conde et al. (2017) state that students prioritize learning monitoring and self-evaluation over teachers. Peer review is how students support each other with their writing. By offering oral and written feedback on one another's drafts, students openly adopt roles and responsibilities that a professional instructor, tutor, or editor typically does. The process of identifying and limiting the problem as mentioned above was explained as follows:

1. How can the peer review technique be applied to maximize reading comprehension for explanatory texts in the selected educational context?
2. What is the impact of the peer review technique on the comprehension of explanatory texts by SMAN 1 Surabaya students when they read them?

### 1.1. Peer Review

Peer review is a crucial aspect of college and career work, pay, and the publishing phase of education. The basic assumption is simple: topic experts evaluate their academic accomplishments, originality, or the level of research output created by others in their field of knowledge (Lee, 2013). These districts' experiences demonstrate that peer review may be effective provided certain circumstances are met, such as clear and challenging selection processes, well-defined performance objectives, teaching standards, ongoing professional development, and efficient supervision.

Although some have uncovered early signs of the process, scholarly peer review is frequently associated with creating state institutions in Europe around the 17th century. According to Lee (2013), Biagioli (2002, p. 31) highlights "the slow differentiation of peer review from book censorship" as well as the significance of surveillance and licensing programs in 16th-century Europe. This study aimed to investigate a peer review technique that had not before been published in print. Rather than taking a limited approach in a group setting, trainee teachers were obliged to work out in pairs how to conduct a peer review among themselves using video technology, allowing them to investigate the dynamics of reflective practice. The study's primary goal was to determine if paired independent work and knowledge acquisition will improve trainee instructors' reflective skills (Lamb et al., 2012).

### 1.2. Perception

A person's (student's) perception is the emotion they feel about something, consciously or unconsciously, induced by a brain mechanism. When youngsters first see an image or thing, they swiftly generate information they later hear about. People describe perception as the purposeful process of viewing one's surroundings through the tangible, indicating one's comprehension ability. Human psychology and perception are intimately intertwined. According to experts, a person's viewpoint is shaped by their beliefs and points of view.

Perception is the process by which people understand information from others. The information and their interpretation influence people's impressions of others. Even if some people have the same knowledge as others, their processing methods provide different outcomes for an individual or group. This is one of perception's most important functions in encouraging education. Aside from the research conducted by Bagus et al. (2020), it is vital to understand the significance of student learning experiences in shaping an individual's viewpoint. Munandar (2023) cites Ramírez-Lizcano and Cabrera-Tovar's (2020) research on student attitudes towards a specific language.

### 1.3. Reading Comprehension

The reading material and the activity's objective impact the understanding of the text. Thereby, it was never a consistent talent. To understand a book, one must identify and interpret the words on the page. Widyaningrum (2020) describes reading comprehension as having three components. Her theory includes three components: action, text, and reader. When a person reads, these three variables combine. The educational system attempts to help college students gain knowledge through in-depth debates of scientific literature.

### 1.4. Explanation Text

It defines the vocabulary required to explain how things interact, or events unfold. An explanation text describes a phenomenon that includes identification, cause-and-effect relationships, and the author's thoughts or replies. Works that provide explanations may focus on social, cultural, or scientific topics. Earthquakes, volcanic eruptions, floods, and landslides are all-natural calamities that have evolved. Furthermore, cultural trends, local arts, and other factors are considered while evaluating culture-related texts (Agung & Pristiwati, 2020).

## 2. METHOD

### 2.1. Research Design

The researcher conducted qualitative research to address the problems revealed in the study. Qualitative research aims to provide a comprehensive picture of the events of interest while working in a natural setting. Qualitative research is a way of investigating the state of natural objects based on post-positivism or entrepreneurial philosophy. The investigator contributed significantly to data gathering by combining observation, interviews, and documentation through triangulation. The qualitative data was analyzed qualitatively and inductively to determine significance. Creswell (2012) categorizes qualitative methodologies as grounded theory, ethnography, case studies, narrative research, and phenomenological research.

### 2.2. Research Participant

The study was conducted from May 7 to May 16, 2024, at SMA Negeri 1 Surabaya, Jalan Wijayakusuma, No.48, Surabaya, East Java. The study's subjects included students from Grades XI.2 and XI.3 and English teachers from SMAN 1 Surabaya. Class XI.3 observed and interviewed students on May 7, 2024, while class XI.2 did so on May 16, 2024. The interview with an English instructor took place on May 8, 2024. In the study's subject, SMAN 1 Surabaya students and English teachers have extremely excellent English language ability, both academically and non-academically. So, based on the researcher's work at SMAN 1 Surabaya, the researcher chose class XI.2 and class

XI.3 as the primary data samples for the study and two English teachers as supplemental data samples to supplement the data.

### **2.3. Research Instruments**

#### **2.3.1. Interview Guide**

Furthermore, this emphasizes the need for familiarity with the manuals. The researchers also developed a semi-structured interview guide to help English educators define their experiences and expectations while teaching qualitative research. In an informal interview, the interviewer often has a framework of issues to discuss. Rubin & Rubin (2005, p. 171) argue that good interviews often include primary questions, follow-ups, and probes. Still, a specific topic or theme that a recruiter might want to discuss during the interview should be efficient to improve (Sarib & Rasak, 2022).

Many studies feel that it is typically good for interviewers to prepare an interview guide, a sort of informal grouping of themes and questions that an interviewer would ask differently to various participants (Lindlof and Taylor, 2002). The guidelines allow scholars to focus on the subjects without being limited by a certain structure. This freedom may enable interviewers to customize their questions to the interview environment or events and the people being questioned (Lindlof & Taylor, 2002).

A qualitative research method is one in which a researcher/interviewer engages in a semi-structured talk with a person to learn about their ideas on a specific topic(s). The researcher/interviewer interacts with the subject by asking neutral questions, carefully listening to the responses, and then asking follow-up questions and probing based on those answers.

#### **2.3.2. Observation Checklist**

An observation checklist was developed and used to gather qualitative data. The qualitative data collected during the interview was transcribed, condensed to patterns and themes, and examined thematically. The observation checklist was developed to help perform case studies on teaching and learning in specific schools (Adu-gyamfi, 2022). The purpose was to examine the goals of teachers and students and the challenges they had when teaching qualitative analysis. A checklist for observing can help you make important observations in a variety of ways. In this study, an observation checklist was employed to determine the extent to which the psychologically substantiated Guiding Principles for Teaching and Learning were shown. Similarly, the form for observation may be used to identify specific exemplary methods of instruction that were seen but not specified on the checklist, thereby adding more solid practice items to the criteria (Ong et al. 2017).

The researchers created an observation checklist based on interactions with chemistry professors and students to investigate how they teach and learn organic qualitative analysis teaching modules. The observation checklist was designed to confirm what teachers claimed to do and what they actually performed during qualitative analysis sessions and to determine how these teaching strategies benefited their students' conceptual understanding.

### **2.4. Techniques of Collecting Data**

#### **2.4.1. Interview**

An in-depth interview is an approach that represents the participant's attitude toward the study topic accurately. Deep conversations consider the interviewee an expert and the interviewer a learner. The researcher's interviewing methods are driven by a desire to understand what the participant says regarding the study issue. Researchers interact with people by asking objective questions, carefully listening to their replies, and then asking further inquiries and probes based on their responses. They do not lead participants based on their past beliefs or urge them to develop specific responses by showing either support or opposition to what participants speak.

Deep conversations are typically performed face-to-face between one interviewer and one participant. Having two interviewers present is recommended when the interviewee's safety is at risk. However, in these situations, caution must be exercised so that the individual is not scared. Phone interviews and discussions by several participants are also considered in-depth interviews, although this module concentrates on individual, face-to-face interviews (Mack et al., 2005).

#### **2.4.2. Observation**

Although the variety of data gathered in the field is huge, it is critical to correctly and thoroughly document it. The longer a researcher stays in a certain area, the more complicated and tough the data gets. As a result, data reduction analysis must begin as soon as feasible. Data may be used to simplify, summarize, choose, and decide on the most important aspects and identify patterns and similarities. As a result, less information leads to more knowledge, making it easier for investigators to uncover new facts.

### **2.5. Techniques of Data Analysis**

#### **2.5.1. Data Collection**

Qualitative research collects data through observation, in-depth interviews, recordings, or a combination of these methods (triangles). There will be a significant quantity of data because data collection takes several days, if not months. The researcher begins by thoroughly studying the social situation/object under investigation, encompassing everything seen, heard, or associated with it. As a result, scholars will have access to a large and diversified data set.

### 2.5.2. Data Reduction

Considering the scope of data gathered in the field is so huge, it is critical to correctly and thoroughly document it. The longer a researcher stays in a certain area, the more complicated and tough the data gets. As a result, data reduction analysis must begin as soon as feasible. Data may be used to simplify, summarize, choose, and decide on the most important aspects and identify patterns and similarities. As a result, less information leads to more knowledge, making it easier for investigators to uncover new facts.

### 2.5.3. Data Display

The details should then be provided. Data from qualitative research can be presented in various ways, including brief explanations, charts, category links, flowcharts, etc. "In the past, narrative text was the most prevalent style of display data for qualitative research data," the report summary said. Miles, Huberman, and Saldana (2014) noted that in this instance, The most typical way to communicate data in qualitative research is through story writing. Displaying data can help you understand what's happening and plan future work based on your learning. "Looking at displays helps us to understand what is happening and to do something--further analysis or caption on that understanding" Miles, Huberman, and Saldana (2014).

### 2.5.4. Conclusion Drawing/Verification

Miles, Huberman, and Saldana (2014) refer to the fourth phase of qualitative data analysis as "developing conclusions and confirming results." The first findings are still preliminary, and they will be revised if insufficient evidence is uncovered to warrant the subsequent round of data collection. Subsequently, the researcher returns to the field to collect data. Her initial findings are supported by strong and consistent evidence, and the conclusions are trustworthy.

Because as previously said, the subject and problem formulation in qualitative research is constantly evolving and will vary till the study is completed in the field.

## 3. RESULTS

This is the most important component of conducting research, as described in this chapter's findings and discussion section. The data collected directly at SMAN 1 Surabaya is mostly based on observations and interviews. The following are the findings based on the study questions. These are the results:

### 3.1. Strategies to Apply the Peer Review Technique to Maximize Reading Comprehension of Explanation Text

#### 3.1.1. Strategy of Student Motivation

Extract 1:

*[Memotivasi belajar siswa itu nomor satu, akan dengan mudah bisa terlaksana di dalam kelas dengan adanya motivasi belajar]. [Y, teacher's interview, May 8<sup>th</sup>, 2024]*

*[ Motivating student learning is number one, it will easily be done in the classroom with learning motivation.] [English Translation]*

In the opening extract, the teacher supplies good learning motivation to students so that the material provided by the teacher can be obtained well by students. This is one of the effective strategies to improve students' ability to understand English reading through peer review techniques. It is not impossible that with the strategy given by the teacher, students will be able to adapt to the explanatory text material easily by using this peer review technique.

#### 3.1.2. Strategy of Peer Review

Extract 2:

*[By applying these tactics, the instructor at SMAN 1 Surabaya can successfully help every student fulfill the learning objectives and improve their reading comprehension using the peer review approach.]*

In the second extract, the tactics or techniques used by SMAN 1 Surabaya instructors have positively influenced students in completing learning objectives and enhancing their reading comprehension using the peer review approach. Students benefit from ways that render text material easier besides explanatory texts, especially in this instance.

#### 3.1.3. Strategy of English Reading Website

Extract 3:

*[By resolving the problems experienced by students in utilizing the English reading website, educators at SMAN 1 Surabaya can maximize the efficiency of the peer review approach in developing students' reading comprehension abilities through multimedia reading exercises.]*

In the third extract, educators at SMAN 1 Surabaya hope to make the peer review technique more successful by providing one of the strategies for addressing and resolving students' challenges with the English reading website. This guarantees that the process is more efficient and helpful to students, allowing them to participate more successfully in multimedia reading assignments. The emphasis on multimedia reading activities is intended to make reading more interesting and accessible, promoting the development of students' reading comprehension skills through interactive and varied content.

#### 3.1.4. Strategy of Reinforcement Reading

Extract 4:

*[Yaitu, kan kelas kita heterogen. Jadi, hampir semua memiliki kompetensi yang rendah, lumayan, tinggi, bahkan sangat tinggi. Harapan kita, kita bisa memberi penguatan bacaan.] [R, teacher's interview, May 8<sup>th</sup>, 2024]*

*[That is, our class is heterogeneous. So, almost all have low, possible, high, and even very high competence. We hope that we can give a reinforcement reading.] [English Translation]*

Next, this extract explains that although the classroom contains various individuals, a teacher must know students' abilities or competencies and divides the levels according to the student's abilities. For example, in English, the teacher groups students into various stages. For students who have low competence, the teacher automatically provides easy material. The teacher gives an advanced level for those with moderate proficiency, while the student. This has had a positive impact on students in the classroom, especially when the explanatory text material is used in conjunction with this peer review technique method; regardless of the truth, as the content and approaches are still fresh, students may understand and learn from the explanation text provided by the educator.

### 3.2. Figure Impact of The Peer Review Technique on Reading Comprehension of Explanation Text by SMAN 1 Surabaya Student's

#### 3.2.1. Encourage Peer Review Activity

Extract 5:

*[By recording technological issues found during explanatory text teaching, educators at SMAN 1 Surabaya can identify areas for improvement and apply techniques to optimize the use of technology in enhancing students' reading comprehension abilities using the peer review methodology.]*

In the following extract, educators at SMAN 1 Surabaya can identify areas for development by methodically recording and assessing technology challenges encountered when teaching explanatory texts. This strategy can then employ specific tactics to improve the integration and functionality of technology in their teaching methods. This emphasis intends to maximize the use of technology in enhancing students' reading comprehension abilities by utilizing the peer review approach to create a collaborative and interactive learning environment. This technique solves technical issues and improves the whole educational experience by helping students build improved reading comprehension abilities.

Extract 6:

*[Teachers at SMAN 1 Surabaya can improve students' capacity to engage in peer review activities, interact successfully, and increase their grasp of explanatory texts while also improving their ability to comprehend reading by providing a setting that encourages social skills development.]*

This extract requires teachers and students of SMAN 1 Surabaya to interact in providing the material given to students in the classroom. This has a positive impact on students and teachers, improving reading comprehension for students in English by gradually providing material so that when doing the assignment given by the teacher, students can also do the task well, thoroughly, and without rushing. Adopting this peer review approach becomes easier because students learn social skills, such as group work or collaboration with their peers.

#### 3.2.2. Peer Review Approach

Extract 7:

*[Using the peer review approach to create a passion for learning, instructors at SMAN 1 Surabaya can motivate students to actively participate in the reading comprehension process and build a lifetime love of learning.]*

According to the extract, the teachers of SMAN 1 Surabaya who use this peer review technique have had a positive impact on students in the classroom because teachers always provide enthusiasm and wise learning motivation to be active in participating in learning in the classroom, especially in explanatory text materials, with the aid of peer review techniques, so that students can take part in the learning process in the classroom in sincerity.

### 3.2.3. Pancasila Student Profile

Extract 8:

*[Instructors at SMAN 1 Surabaya can enable students to face difficult ethical challenges, nurture empathy and compassion, and become responsible and ethical members of society by actively fostering moral character and spiritual ideals.]*

Next, instructors at SMAN 1 Surabaya must have genuine empathy and care for their students when carrying out classroom instruction; this has influenced students both within and beyond the classroom. Students can do the task well and take responsibility for the results of the assignment seriously, especially when the teacher gives assignments in explanatory text material using this peer review technique because students appear to have a good moral and spiritual character.

### 3.2.4. Peer Assessment

Extract 9:

*[Kalau yang menilai teman sebaya itu secara rileks, dan lebih fleksibel] [R, teacher interview, May 8<sup>th</sup>, 2024]*

*[If those who judge peers are relaxed and more flexible.] [English Translation]*

In this extract, the first teacher evaluated the student's assessment of the peer review technique method as very flexible and light because students could assess each other based on the results of their work on the explanatory text material using this peer review method. This is regarded as the ideal approach for increasing and valuing the efficacy of students in classroom learning, particularly in explanatory text content.

### 3.2.5. Teacher Role

Extract 10:

*[Peran guru, pada umumnya sebagai fasilitator atau menerangkan cara bagaimana struktur teks eksplanasi dan bagaimana cara pengerjaan teks tersebut oleh guru.] [MDP, students Interview, May 16<sup>th</sup> 2024]*

*[The role of the teacher, in general, is as a facilitator or explain how to structure the explanatory text and how to work on the text by the teacher] [English Translation]*

In this extract, the first student from XI.2 assessed that the teacher is the main initiator in classroom learning because the teacher helps in providing material that is appropriate for learning in the classroom, such as the explanatory text material, which is explained starting from the meaning of the explanatory text, the purpose of the explanatory text, the linguistic rules used in the explanatory text, the structure of the text in the explanatory text. This is the most important factor in comprehending the explanatory text content and correctly applying this peer review process.

### 3.2.6. Develop of Reading Comprehension

Extract 11:

*[Through the peer review approach at SMAN 1 Surabaya, the instructor can assess students' comprehension of reading materials and give focused help to optimize reading comprehension abilities by assigning a task.]*

For the eleventh extract, which explains how to use this peer review technique, the teacher assists students by providing material about explanatory texts as well as material on the proper use of peer review techniques to students in a focused and thorough manner, intending to have an impact on both students' ability to complete assignments assigned to other students and other classes.

### 3.2.7. Develop of Critical Thinking

Extract 12:

*[By integrating classroom discussions and reflections on the explanation text and peer review process, teachers at SMAN 1 Surabaya can improve students' understanding,*

*critical thinking skills, and metacognitive awareness, ultimately optimizing their reading comprehension skills through meaningful engagement with the text.]*

In the final excerpt, this technique clearly explains to students the goal of including classroom discussions and comments in the peer review process. Highlight the advantages to their reading comprehension and general development. Provide step-by-step guidance for doing peer reviews. This might contain criteria for evaluating peers' work, constructive feedback strategies, and examples of excellent reviews. By systematically implementing these steps, teachers at SMAN 1 Surabaya can create a supportive learning environment. This strategy helps students understand explanation texts, fosters critical thinking, and promotes metacognitive awareness through meaningful engagement and peer collaboration.

#### **4. DISCUSSION**

The results of observations and interviews at SMAN 1 Surabaya on using peer review ways to promote reading comprehension of explanatory texts provide a comprehensive understanding of the educational strategy's efficacy and viewpoint.

From the findings made by the researcher in the first question regarding the impact on students' reading comprehension of explanatory text material in the use of peer review techniques, discussing the good and bad implications of the use of peer review techniques in students' reading comprehension of explanatory text materials, for example, in an interview session with students assessed that this peer review technique is something new and can be applied to learning in the classroom. Because of the negative impact of employing the peer review strategy, they still do not understand or even know how to use it in the classroom. Thus, students struggle to rate their assignments related to explanatory text content. Following that, based on the researcher's observation that the teacher also supports students in the descriptive content in the use of this peer review technique, this is considered as a method of development and optimization for students in the ability to read comprehension and have the capacity to provide social skills such as group assignments that include two or more people, then work together in doing tasks such as establishing corrected words.

Subsequently, in the second question, how can the strategies or tactics carried out by students and teachers on reading comprehension in explanatory texts using this peer review technique be applied to maximize reading comprehension for explanatory texts with learning motivation, knowing basic skills in English such as mastering vocabulary, grammar, and tenses by using media such as reading dictionaries or watching videos via YouTube, then search for information in English? Following that, the peer review process is a solid method of grading students in the classroom. Several strategies must be implemented by teachers and students at SMAN 1 Surabaya so that learning in the classroom with explanatory text material using this peer review technique becomes more effective, and students can adapt so that they understand and can complete the task well and systematically.

Munandar et al. (2023) found that EFL students define plagiarism as copying someone else's idea and claiming it as their own without citing the source or author's name, consistent with Honig and Bedy's (2012) findings. According to a recent poll, EFL students believe plagiarism is a harmful habit or behavior. They suggested that habituating to plagiarize has positive and negative repercussions, including making students unaware that plagiarism is a bad habit.

Utina's (2021) reactions of learners with e-learning to study English during the COVID-19 pandemic were positive. Up to thirty-five students agreed with the questionnaire results. The interview findings show that students agree with using E-Learning to study English during the COVID-19 pandemic. Negative remarks based on the total number of students who disagree include as many as fifteen students who oppose using E-Learning to study English during the COVID-19 outbreak. Then, interview replies indicated they disliked using E-Learning to study English during the COVID-19 epidemic.

Finally, Hilda (2017) assigned students to write a recount paragraph regarding the subject. Learning recount text using the Peer Review Technique, students were prompted to write the initial version of the recount text based on the subject at hand. Then, they used the peer review technique in pairs, exchanging their first drafts and offering feedback about their customer drafts on the peer review sheet.

#### **CONCLUSION**

Based on the results in the preceding chapter and the earlier literature analysis in the research, this study adopts a qualitative method approach, which includes observation instruments, checklists, and interview guides produced by researchers at SMAN 1 Surabaya. Given these outcomes, the researcher developed two inquiries regarding the study. The research is separated into two portions. The effect of peer review processes on students' reading comprehension of explanations at SMAN 1 Surabaya, as indicated by teachers and students. Additionally, teachers at SMAN 1 Surabaya employ peer review processes to improve students' reading comprehension of explanatory materials.

The first is a tactic that instructors present to students and teachers at SMAN 1 Surabaya for using peer review strategies to improve students' reading comprehension of explanatory texts. Numerous teaching tactics might assist students in comprehending explanatory text and progressively acquiring this peer review process. Such is the student's eagerness to study. This is important for teachers because it puts them closer to their students, helping them

to understand the information offered by the teacher. Instructors must also be able to teach according to the regulations and provide various learning experiences in the classroom. The next category is learning media. Learning media is an important source of learning in the classroom, especially in resources that use peer review techniques to increase students' reading comprehension of explanatory texts, such as English websites. Several English websites are available, such as YouTube, Spotify, and eBooks.

This is an important strategy for classroom learning that is both efficient and systematic. In addition, the following strategy establishes a reasonable time for the teacher and the students in this explanatory paragraph. Then, to assess the use of peer review techniques in students' reading comprehension, teachers allow students to share the results of their work with their peers so that they can complement one another and ensure that the results obtained by students are consistent with expectations for students and teachers for explanatory text material using this peer review technique.

The second is the influence students and teachers have seen in using peer review techniques on students' reading comprehension in explanatory texts at SMAN 1 Surabaya, owing to shortcomings. A lot of participants throughout grade XI.2 and grade XI.3 still have not mastered this peer review technique properly and exactly, owing to numerous barriers, such as students remaining restricted by terminologies, so that students aren't using English effectively students also have no comprehension of the use of this peer review technique in school. Even students are unaware of this peer review method because it is deemed that.

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