



**Improving Students' Ability to Write Opinions Using Picture Prompts and
Peer Feedback: An Action Research Study**

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Abstract

This study aimed to improve Students' Ability to Write Opinions using Picture Prompts and Peer Feedback. The study was conducted on 42 university students at the B1 level English module in semester II - 2021 to 2022. The students carried out different activities to increase their writing skills during 16 hours of class. An action research was conducted using quantitative and qualitative instruments to get the data. The study used a Pre and Post-test, a questionnaire, and rubrics. After collecting the data and analyzing them, the researcher presents the results. The participants improved their scores in the criterion of content, style, and grammar; therefore, the results showed a positive difference due to the intervention. The criterion of "Content" in the post-test had an increase in the mean of 1.07 points compared to the pre-test. The "Style" criterion also increased in the mean; the difference is 1.02; on the other hand, in the third one, "Grammar" increased, but the difference in media is 0.76, less than the other criteria. The questionnaire confirmed that students identified picture prompt and peer feedback as helpful in writing opinion paragraphs. Implications of this study suggest teachers and directors involved in the field of EFL education who want to improve their teaching practices and engage students in writing activities.

Keywords: peer feedback, picture prompt, opinion paragraph, writing.

Resumen

Este estudio tuvo como objetivo mejorar la habilidad de los estudiantes para escribir opiniones utilizando indicaciones con imágenes y la retroalimentación de los compañeros. El estudio se realizó en 42 estudiantes universitarios del módulo de inglés nivel B1 en el semestre II - 2021 a 2022. Los estudiantes realizaron diferentes actividades para incrementar sus habilidades de escritura durante 16 horas de clase. Se realizó una acción de investigación utilizando instrumentos cuantitativos y cualitativos para obtener los datos. El estudio utilizó un Pre y Post-test, un cuestionario y rúbricas. Después de recopilar los datos y analizarlos, el investigador presentó los resultados. Los participantes mejoraron sus puntajes en el criterio de contenido, estilo y gramática; por lo tanto, los resultados mostraron una diferencia positiva debido a la intervención. El criterio de "Contenido" en el post-test tuvo un incremento en la media de 1,07 puntos con respecto al pre-test. El criterio "Estilo" también aumentó en la media; la diferencia es 1,02; en cambio, en el tercero, "Gramática" aumentó, pero la diferencia de la media es de 0,76, inferior al resto de criterios. El cuestionario confirmó que los estudiantes identificaron las indicaciones con imágenes y la retroalimentación de los compañeros como útiles para escribir párrafos de opinión. Las implicaciones de este estudio sugieren maestros y directores involucrados en el campo de la educación EFL que desean mejorar sus prácticas de enseñanza e involucrar a los estudiantes en actividades de escritura.

Palabras clave: retroalimentación, imagen con texto, párrafo de opinión, escritura

Improving Student's Ability to Write Opinions using Picture Prompts and Peer Feedback: An Action Research Study

Afdal (2021) explored students' ability and problems in writing, highlighting the agreed assumption that students who are at the University level must develop excellent writing skills, mainly those who are taking an English Education major. In most cases, students have brilliant ideas to communicate, yet they have some constraints along the writing process. In his research study, the author also observed and determined several reasons that may be causing students to have problems with writing. Among them are mechanics like punctuation, grammar, capitalization, use of connectors, vocabulary like the choice of words, the mistranslation of some terminologies, and the flow of writing (Afdal, 2021).

Tangpermpoon (2008) agreed with the perception that for adequate writing ability, students need some degree of the second language (L2) background knowledge to convey what they aim to communicate to their readers. Moreover, the author agreed with Afdal in the conception that writing represents a difficulty for students compared to other skills such as reading, speaking, and listening. They both believed that to produce good writing, it is required to develop appropriate syntactic and lexical knowledge along with L2 principles of organization (Afdal, 2021; Tangpermpoon, 2008). According to Koura and Zahran (2017), "for students to succeed in EFL writing skills, they need to deal with writing habitually, to think in English and express their thinking through writing" (p. 184). Good writing skills are essential to awaken students' need to express ideas, facts, and opinions with comprehensible language to foster communication and academic purposes.

In the context of Ecuador, some authors explored the difficulties in teaching writing to Ecuadorian EFL students. Among their findings, they listed "a) students' English

language competency, b) Spanish language interference, c) students' lack of motivation to write in English, and d) teaching practices" (Tamayo and Cajas, 2020, p. 6). These were identified as the challenges educators deal with when teaching writing to university students.

To deal with writing difficulties, Khoirul (2015) developed a study using picture prompts as a strategy to improve students' writing. Beyond improving learners' descriptive writing, she concluded that when students got stuck in writing, picture prompts helped them gain motivation to explore their ideas based on the pictures, engage in the topic, and provide some vocabulary and clues. On the other hand, Kitchakarn (2013) conducted a research that also focused on improving students' writing abilities, in this case, using peer feedback through blogs. She emphasized the emergence of networking and fostered educational technology integration into a writing classroom. Blogs connect students with potential collaborative and cooperative learning by the interaction of peers. The author claimed that peer feedback "facilitates further writing development" and that "in general, peer feedback is used in the form of written commentary and verbal interaction between readers and writers in the preliminary and final stage of drafts" (p. 152); consequently, helping students develop their writing and upgrade this skill.

There is extensive research on improving students' writing ability (Afdal, 2021; Koura & Zahran, 2017; Tangpermpoon, 2008). Some have applied visual stimulation known as picture prompts (Khoirul, 2015). Others have used peer feedback to improve students' writing performance (Kitchakarn, 2013). Whether they have focused on these two strategies separately, they reported significant results in improving students' writing. However, these studies have not been combined (Picture prompts and peer feedback) and implemented simultaneously on University students whose proficiency is

B1. Also, these studies have been implemented internationally and not to local students at Guayaquil-Ecuador.

Taking into consideration that within the discipline of writing, EFL students tend to have less experience in written expression and that from the four basic macro skills in language, writing remains neglected in most cases. This research proposes implementing writing activities based on picture prompts and peer feedback to improve students' opinion writing. Having identified that students' writing skill is lower than expected, the students need to develop good opinion writing skills, the need to introduce topics of interest to motivate students along the writing process, and the advantages of peer feedback; this study explored the following research questions:

1. What difficulties students face while developing opinion writing?
2. How do Picture prompt writing activities help students improve their writing skills?
3. To what extent does peer feedback help students improve their writing skills?

Literature Review

This section covers the main topics related to this Action Research. In addition, the descriptions include relevant literature on terms such as writing skills, opinion writing, picture prompts, and peer feedback. All these aspects contributed to the research and were applied in the innovation.

Writing Skill

It has been argued how learners acquire writing skills. In the early 1960s, it was believed that writing could not be taught to students. The resources for writing were focused on testing rather than learning purposes; for instance, writing tasks included essay formats, and educators believed that checking and grading those essays made the

'teaching' (Mukundan & Nimehchisalem, 2012). In the late 1960s, the 'teaching of writing' revolution occurred. Specialized writing books began to be produced based on a learner-centered approach, which encouraged writing, involving students in discovery, idea-generation activities, and pre-writing tasks (Hariston, 1982 as cited in Mukundan & Nimehchisalem, 2012). The shifting trends in writing instruction positively impacted learners' skill development. This also enhanced the intellectual process because students go step by step to obtain a good product.

Some authors defined writing as "a complex skill that requires knowledge of many components of language related to contextual factors such as genre, topic, audience, and purpose" (Polio & Kessler, 2019, p. 21). Utami et al. (2012) observed that this skill involves specific abilities to aid writers in expressing their thoughts into words meaningfully and that developing writing as a skill guides learners to earn fluency, creativity, independence, and comprehension in writing. Students are expected to manage different variables in parallel, including "control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation" (Nunan, 1989, p. 36).

Writing Process

Professional writers develop the skill by following stages like planning, drafting, revising, and consulting with an editor before publishing. Some authors, who have focused on a process-based approach, believe those stages are the best way to develop the ability (Sánchez & López, 2019). For example, Harmer (2007) explained that teaching writing could be conducted by "either the focus on the product or on the process itself" (p. 325). However, he acknowledged that "when concentrating on the product, we are only interested in the aim of a task and in the end product" (p. 325). Nevertheless, in the process, "we pay attention to the various stages that any piece of writing goes through" (p. 326).

According to Harmer (2007), "by spending time with learners on pre-writing phases, editing, re-drafting and finally producing a finished version of their work" (p. 326), students are encouraged to focus on the procedure of building a good piece of work. The author presented 'the process wheel' approach that includes four stages: planning, drafting, editing, and final version. He presented these aspects operating as a wheel to "show the many directions writers can take, either traveling backwards and forwards around the rim or going up and down the wheel's spokes" (p.6); and "only when the final version really is the final version has the process reached its culmination" (Harmer, 2004 p.6).

Figure 1

The process wheel



"The process wheel." By J. Harmer, 2004, image, How to teach writing.

Hamer (2004) defined the stages as:

- a) Planning. This first stage is conducted to think before starting to write. Three main issues need to be considered First, the purpose of writing, including the type of text, language, and the information to be included. Second, the audience meaning the readers; because the audience will shape the tone. Third, the content structure that is, how best to order facts, ideas, or arguments. (p. 5)

- b) Drafting. This second stage refers to the first version of a piece of writing aimed to be modified and improved later. "As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version" (p. 5).
- c) Editing. The third stage consists of reflecting and revising. It mainly focuses on improving the draft by checking text coherence, avoiding vague ideas, and concentrating on details like grammatical accuracy. The author stressed that reflecting and revising are often helped by other readers or editors who comment and make suggestions in order to guide the author to make appropriate revisions. (p. 5)
- d) Final version. After all the stages have been completed, writers develop the final version. Once the drafting processes and editions have been reached, the result of the writing is ready to be sent to the intended audience (Harmer, 2004).

Opinion Writing

Professor Philippakos (2017) agreed with the assumption that opinion writing, or persuasion in general, is one genre that defies young or developing writers as it "requires both social and cognitive processes" (p. 2). Further, she claimed that "persuasive writing addresses the questions of an invisible audience and reader" (p. 2). Therefore, "pragmatic social considerations are essential because persuasion involves attempts to convince a reader, who is not present at the moment of the argument" (p. 2).

From experience, the authors consider that within an academic context, opinion writing must be understood as the style of writing in which the author gives opinions about a subject telling how the writer feels or thinks about a topic. Similar to the

concept of opinion essays, in opinion writing paragraphs, the statements must be supported by facts. Also, the correct writing structure uses opinionated sentences, start with phrases like 'In my opinion', 'I think that,' 'It seems to me that', and 'It appears to me that', among others. Once the writer has expressed their opinion on the subject, authors need to provide the audience with the reasons supporting their thinking.

An opinion paragraph is the product of the writer's opinion, claims, and arguments that support their perspective on a given matter. It is more about expressing thoughts and beliefs rather than trying to persuade the reader. (Afdal, 2021).

Picture Prompts

Picture prompts can be defined as "photographs, line drawing, or other graphics that illustrate the steps within a task sequence" (Moffit, 2008 as cited in Probo, 2013, p. 7). Picture prompt tasks provide students with a visual image or picture used as a prompt to evoke writing. It also stimulates imagination and interpretation, allowing students to make connections, construct meaning, express coherent ideas, and encourage all types of writing (Probo, 2013).

Schweizer (1999) highlighted the evolution from traditional objective writing into performance-based practices. She mentioned that picture prompts task is a performance-based practice that elicits writing samples, adding levels of complexity. It arouses the need in the learners to "interpret the picture, create meaning from the picture, and then transfer the visual information into a verbal mode of expression" (p. 2).

Db Ajeng (2020) pointed out that picture prompts promote students' imagination. Nevertheless, picture prompts have the disadvantage that those images might not be clear and challenging to understand for students. Also may not be large enough and unproductive for some writing activities.

Peer Feedback

Several researchers define peer feedback as "a pedagogical cooperative learning technique commonly associated with the teaching of writing using the process strategy, in which students provide feedback on their friends' written drafts, receiving the comments to improve their own writing in return" (Authors cited in Kitchkarn, 2012, p. 71). Peer feedback also responds to the terms peer review, peer revision, peer response, peer evaluation, or student feedback. This technique is very much used and assigned for the composition of written texts for its potential benefits concerning students' writing development, identification of problems such as inappropriate language use, wrong mechanics, not understandable text, and illogical organization (Kitchakarn, 2013).

Involving students in this process of sharing ideas and receiving constructive feedback enables learners to develop their performance and improve their writing skills. The main advantage of promoting and employing peer feedback is that it encourages students to develop their critical thinking skills and expand their competence. In addition, on a pedagogical matter, peer feedback has been determined as an effective technique and tool to boost students' writing skills (Kuyyogsuy, 2019).

On the other hand, some researchers have another point of view about peer feedback effectiveness and stated that it does not always obtain the desired results. The authors mentioned that peers give superficial comments and advice that may confuse and not be helpful to improving the writing (Race, 2001).

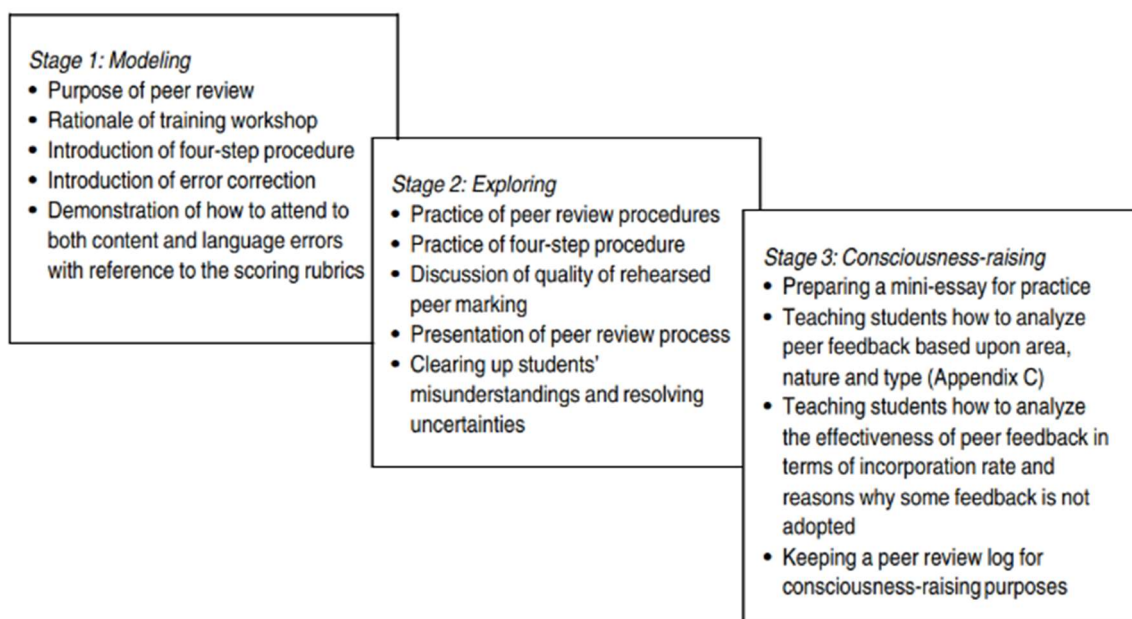
Lam (2010) conducted a peer review training workshop. The objective was to coach a group of students to give and respond more effectively to peer feedback. The participants were non-English students from Hong Kong University who enrolled in a foundation writing course. His training approach aimed to "raise students' consciousness through analyzing the effectiveness of their peer feedback and evaluating the extent to

which peers' comments are incorporated into their subsequent revisions" (p. 114). The results indicated that:

Participants were generally positive about the use of peer review activities in the writing course and the training they had received about not only how to give effective peer feedback to their partners, but also how to evaluate how successfully peer feedback was incorporated into their own subsequent revisions

The author reflected on the collected data by saying that the students who were critical of their peer's work became more critical of their own writing by internalizing and developing the acquired skills during the peer review training workshop. Moreover, he emphasized that students found the peer review log a useful tool to reflect on the revision process and to examine the effectiveness of revisions made in their writing. (Lam 2010, p.120).

The workshop consisted of *modeling*, *exploring*, and *consciousness-raising* stages. Overall, some remarkable steps in the three stages were: explaining to students the purpose and benefits of peer review for writing and preparing students for a peer review session in the modeling stage. Practicing and assessing from authentic exemplars in the exploring stage. And, engaging students in autonomous peer review activities in the consciousness-raising final stage (Lam, 2010). A detailed insight into the three-level model is shown in the following image.

Figure 2*Peer review training*

"Three-tier peer review training workshop". By R. Lam, 2010, image, A peer review training workshop: Coaching Students to Give and Evaluate Peer Feedback.

Innovation

The students were instructed on expressing opinions about a given topic in clear and comprehensible language, grammar related to relative clauses, phrases to give opinions, and strategies for writing an opinion paragraph. The researchers also provided rubrics and trained students to work in pairs and carry out peer feedback, guiding them during their learning process and performance activities. The lesson plan was designed for four weeks (16 hours).

Research Methodology

An action research was conducted for this study, which included quantitative and qualitative data collection. Corey (2014) defined action research in education as a system that "attempts to solve a practical problem by using the methods of science" (p.

375). It consists of identifying a problem, setting a hypothesis, testing promising procedures to ameliorate or eliminate difficulties, analyzing evidence, and arriving at conclusions that will contribute to the solutions of future problems or difficulties in the practice (Corey, 2014).

This action research included qualitative and quantitative instruments to address the research questions. Data was collected at the beginning, during, and at the end of the implemented innovation. These approaches were used to answer the following research questions:

1. What difficulties did students face while developing opinion writing?
2. How do picture prompt writing activities help students improve their writing skills?
3. To what extent does peer feedback help students improve their writing skills?

Participants

Participants in the study were B1 volunteer learners from a Public University in Guayaquil, Guayas Province, Ecuador. The sample included 42 students, and the ages ranged from 19 to 25. They were taking the B1 level English module in semester II - 2021 to 2022. The 42 participants of the study were selected to apply the pedagogical innovation proposal. In addition, a subsample of students (n=38) randomly chosen participated in a questionnaire at the end of the innovation.

Although, according to the Ecuadorian Ministry of Education, students should have had a B1 level at this university level, they took an online test on <https://learnenglish.britishcouncil.org/online-english-level-test>. The results showed that 26% of students had A2 and 74% had B1 English proficiency.

Instruments**Pre and Post-test.**

Students were given a prompt and wrote about a free topic, which was considered the pre-test. Then, when finishing the pedagogical innovation, the students were instructed to choose a writing picture prompt from the New York Times web page's learning network and develop an opinion paragraph posted on the site. The final version of the opinion paragraph was considered as the post-test.

Questionnaire.

The questionnaire consisted of seven open-ended questions that were asked at the end of the innovation. The questions were:

1. What common difficulties do you encounter in writing?
2. What are the challenges you face when writing an opinion paragraph? Why?
3. How do you think picture prompts have helped you improve your writing skill for developing opinion paragraphs?
4. What don't you like about picture prompts while developing opinion paragraphs?
5. How do you think peer feedback has helped you improve your writing skill for developing opinion paragraphs?
6. What don't you like about peer feedback while developing opinion paragraphs?

Rubrics.

There were two rubrics. The first, to develop peer evaluation during the intervention. The second, to summit the opinion paragraph posted on the New York Times learning network. The rubric scores are considered in the analysis and results of the innovation.

Data Analysis

Data from the tests, a questionnaire, and rubrics were used for the analysis. The quantitative data were collected and analyzed using the Statistical Package for the Social Sciences (SPSS) program to display statistical information. The qualitative data was collected, interpreted, and analyzed from the answers to the questionnaire. Using a qualitative technique, the information went through the following steps:

- a. During the open coding step, six themes emerged (Challenges, Difficulties, Picture prompts advantages, picture prompts disadvantages Peer feedback advantages, and Peer feedback disadvantages), grouped by categories relevant quotes from the participants.
- b. Next, an axial coding step was conducted. During this step, each theme was reviewed and defined by the researcher. This resulted in combining the Difficulties and the Challenges themes into the Writing theme because they both pertained to students writing production. The Picture prompt and Peer Feedback themes described the innovation strategies' positive and negative aspects.
- c. These themes were then organized into two broader categories (Writing and Innovation strategies) during the selective coding step. The researcher then reviewed the categories and how well each theme fit into its corresponding category.

Ethical Considerations

The participants were informed of the innovation and agreed to participate. They were notified about the purpose of the research and the pedagogical process during the weeks of study. The participants' names and personal information will not be mentioned to keep confidentiality. This research is based on data protection principles and privacy rights (European Data Protection Supervisor, 2019).

Results

To answer the first research question: "What difficulties did students face while developing opinion writing?" A questionnaire was applied to university students to understand their difficulties better while developing opinion writing. The qualitative results revealed that two themes emerged as the common difficulties encountered while writing. The theme *Difficulties* referred to the fact that students reported that they struggle with grammatical structures, how to organize their ideas, and lack vocabulary, especially connectors. Regarding those difficulties, some students mentioned:

"The common difficulties I find when writing are the grammatical tenses and sometimes, I make mistakes with certain words that do not mean what I want to try to write."

"The most common difficulties that I encounter in writing are how to order the ideas and possibly using connectors."

The theme *Challenge* referred to the fact that students reported worries about how to use opinion phrases and expressions. For example, the students mentioned they lack knowledge of vocabulary about opinion expressions and do not know how to use them in a paragraph. Their answers include comments such as: "The challenge is implementing the opinion sentences because I did not know how to write them correctly" and "I did not know which were the appropriate phrases to use when giving my opinion."

Students also reported concern about how to support their ideas in an opinion paragraph. Most of them mentioned they do not know what to write to support their

opinions. For instance, a student mentioned: " The challenge I faced was not being able to support well on the given topic."

Finally, students mentioned they struggle with expressing their ideas clearly. Their responses include: "I consider that one of the biggest challenges is to express an idea with total clarity, usually when the whole subject is not known in general" and "The common difficulty I find when writing is explaining my idea correctly."

Regarding research question two, 'How do picture prompt writing activities help students improve their writing skills?', the information collected from the questionnaire about the theme Pictures Prompt included advantages and disadvantages. The advantages are that picture prompts guide students to develop ideas, write more creative paragraphs, and give visual aid to express ideas. Regarding this theme, students gave their points of view:

"They have helped me create ideas and opinions just by looking at an image, without needing to know what the specific topic is."

"It has helped me in the way of writing correctly and taking into account that an order of ideas must be followed; the pictures helped me to imagine"

On the other hand, students could find the disadvantage that some pictures are not clear enough and can confuse and distract students about the main topic. Students mentioned the following comments:

S1: "From my point of view, I feel that sometimes there are images that are a bit complicated to understand, and that makes it difficult to give an opinion."

S2: "Any times the images to be interpreted often give many ideas, and in some cases, we can deviate from the main theme."

S3: "Some images do not express the idea well and therefore can confuse when giving the opinion."

To answer the third research question, 'To what extent does peer feedback help students improve their writing skills?', the analysis performed for quantitative data showed the following results about the pre and post-test total marks and the rubric results.

Table 1

Descriptive statistics of pre-test and post-test total marks

	N	MIN	MAX	M	SD
PRE-TEST	42	4.00	8.00	5.9286	1.13466
POST-TEST	42	6.00	10.00	8.7024	1.06530

Note: N= Sample MIN= Minimum MAX= Maximum M= Mean SD= Standard Deviation

After applying the innovation, the participants improved their scores; therefore, the results showed a positive difference due to the intervention.

The results for each rubric criterion are described in the following two tables.

Table 2

Descriptive statistics of each criteria

Criteria	N	PRE-TEST				POST-TEST				Sig. (tailed)
		MIN	MAX	M	SD	MIN	MAX	M	SD	
Content	42	1.00	4.00	25.714	.88739	3.00	4.00	36.429	.48497	.000
Style	42	1.00	4.00	26.429	.69217	3.00	4.00	36.667	.47712	.000
Grammar	42	1.00	4.00	29.048	.75900	3.00	4.00	36.667	.47712	.000

A paired sample *t*-test showed a significant difference in each rubric criteria between pre-test and post-test. The criterion of "Content" in the post-test had an increase in the mean of 1.07 points compared to the pre-test. "Style" criterion also increased in the mean; the difference is 1.02; on the other hand, in the third one, "Grammar" increased, but the difference in media is 0.76, less than the other criteria. The standard deviation indicated that the marks are not spread out from the mean for each criterion. In addition, it is remarkable to mention that the *p*-value for each criterion is 0.00.

Finally, qualitative data were collected from the questionnaire to complement the third question research related to Peer Feedback on Students' previous positive or negative experiences with this strategy. Students found positive aspects such as feedback helping to improve writing skills, receiving recommendations, and constructive criticism from their peers. The students argued that:

S1: "My partner's feedback has helped me improve my writing skills to develop opinion paragraphs and realize what my mistakes were."

S2: "My partner helped me a lot to develop my writing because he pointed out mistakes I had made and recommended things I should add to my writing."

S3: "With your constructive criticism, I can improve the things I have done wrong."

S4: "In my opinion, I think that exchanging our works and correcting and also being corrected helps us a lot to improve our writing."

On the other hand, despite most of the students mentioned not having negative comments about the strategy, some of them stated that feedback was confusing and not clear enough. The following extracts point out their comments:

"I don't like that sometimes they are not specific in what needs to be corrected."

"That sometimes they are not specific in the errors they find."

Discussion

The findings from the different instruments applied in this action research project show significant improvement in the students' writing opinion paragraphs. Applying picture prompts and peer feedback motivates students to participate actively in the writing process. In concordance with Hariston, as cited in Mukundan and Nimehchisalem (2012), the learning center approach encourages students to be involved in ideas generation activities and positively impacts them to improve their writing skills.

Regarding the first research question: What difficulties did students face while developing opinion writing? The participants agreed on their difficulties and challenges while developing opinion writing. For example, they mentioned the problem of how to organize their ideas, poor vocabulary, lack of opinion expression, and how to use the different grammar tenses correctly. As Polio and Kessler (2019) mentioned, writing is a complicated skill requiring knowing many components of language. Furthermore, Nunan (1989) stated that students are required to manage content and format, sentence structure, and vocabulary.

In addition, students mentioned they struggled with using opinion expression, supporting ideas, and expressing them clearly when writing an opinion paragraph.

Utami et al. (2012) pointed out that writing involves expressing meaningful thoughts. It also gives essential importance to teaching students how to write creatively and to earn comprehension in writing ideas.

Regarding the second research question: How do Picture prompt writing activities help students improve their writing skills? The participants mentioned that pictures guided them to develop creative ideas and give opinions by looking at images. Probo (2013) supported this statement since he commented that providing students with an image stimulates them to write. It promotes imagination and permits learners to express ideas clearly and make correct connections to create paragraphs.

Furthermore, Schweizer (1999) concluded that picture prompt is a performance-based practice that evokes students to create thoughts from the image and then transform these visual ideas into writing. In contrast, Db Ajeng (2020) concluded that the inconvenience with some pictures is that they are not clear enough and might be confusing for students, making it difficult to generate ideas to write or give opinions.

Finally, the third research question: To what extent does peer feedback help students improve their writing skills? The results demonstrated that students had a remarkable improvement in applying feedback. It is noticeable in the comparative pre and post-test applied general scores and each rubric criterion. Kitchakarn (2013) argued that this technique is mainly used in creating writing text for its successful benefit in learners' writing process.

Moreover, students mentioned that feedback helped improve their writing skills because their peers provided recommendations and constructive criticism that made them improve and have more organized ideas to write their opinion paragraphs. In

concordance, Kuyyogsuy (2019) stated that peer feedback is a technique that produces positive results and promotes learners writing skills. He also pointed out that this technique stimulates students' critical thinking and increases their knowledge.

In addition, Lam (2010) determined in his study that students who gave critical comments to their peers become critical in their tasks. Nevertheless, Race (2001) mentioned that some authors do not strongly believe that peer feedback might obtain positive results because some students give unclear and confusing comments that will not help their peers improve their text.

Conclusion

This action research aimed to demonstrate whether picture prompt and peer feedback help students improve opinion writing paragraph. This study suggests an improvement in students writing skills, developing their imagination to write from a picture, organizing their ideas to write them and create a paragraph, and giving and receiving feedback to enhance their writing. After discussing the finding of this study, the conclusions were drawn from the analysis of the questionnaires and the pre and post-test.

RQ N° 1: Students reported a lack of vocabulary and expression to write opinion paragraphs, how to use correct grammatical structures, and problems organizing and supporting their ideas as their main difficulties in writing. The application of the innovation helped learners during this process; they were taught how to use expressions and useful vocabulary to give an opinion. In addition, they learned how to write more organized with structures learned during the process.

RQ N° 2: The study showed that the participants improved their writing abilities by using picture prompt activities during the implementation. In addition, they felt motivated by this technique, which helped them to expand their imagination by looking

at a picture, having more ideas about what to write, and being more creative in giving opinions.

RQ N° 3: The application of peer feedback helps students to improve their writing skills. It was analyzed through the different instruments used in the study and demonstrated the positive results obtained after the implementation. Students were trained on how to give feedback, and they felt comfortable with the strategy. The feedback learners received from their peers were recommendations, constructive criticism, and ideas to improve their paragraphs. However, some students sometimes feel that feedback is not clear enough and might confuse them.

Limitations

Even though the improvement in students, some limitations emerged during the implementation process.

Picture prompt and peer feedback were new strategies for the participants. Although the study was planned for four weeks, the time was limited to extra training and practice in writing opinion paragraphs. For instance, some students required more time to elaborate the writing drafts or to do extra grammar or vocabulary exercises. In addition, other students claimed their peers did not give them clear feedback, possibly because they did not receive enough training because of the time.

Moreover, technology may be another limitation in this study. Learners received online classes during the implementation and faced connectivity problems, so they could not focus during the training because the internet was unstable. Also, some students did not have access to a computer, and they connected through their cellphones, which made it difficult to do writing activities and other practices in class.

Recommendations

The researcher of this study has some important recommendations to improve this implementation in future research.

Training learners to use picture prompts and peer feedback to enhance writing demands a lot of time in class. The researcher considers that students need to elaborate writing drafts, and they need to be well prepared on how to give effective feedback to their peers. Therefore, it is recommended to plan more hours to have more time to train them, and they can write better paragraphs using images and give more appropriate feedback.

Furthermore, regarding the technology limitation, it is recommended to explain to students in advance the study requirements. For instance, they will need to be connected to their computers and not to their cellphones and have a good internet connection; in this way, the participant will be aware that they need to be part of the project. Another option might be to consider implementing face-to-face classes to avoid connection problems. Furthermore, it will allow giving clear and personal feedback from their peers.

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Appendix 1

Lesson Plan

Available upon request.

Appendix 2

MODEL WRITING OPINION POST

Available upon request.

Appendix 3

PEER FEEDBACK RUBRIC

Available upon request.

Appendix 4

SUMMATIVE ASSESSMENT RUBRIC

Available upon request.