

PEER FEEDBACK IN ACADEMIC WRITING: STUDENTS' PERSPECTIVES ON LEARNING AND IMPROVEMENT

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ABSTRACTS

Peer feedback in academic writing classes has gained considerable attention for its potential to enhance students' writing abilities, critical thinking, and engagement in learning. This study investigates students' perceptions of peer feedback in an Academic Writing course at MNC University. Using a qualitative case study approach, data were collected through interviews with seven students to gain in-depth insights into their experiences. The findings reveal that while most students view peer feedback as a valuable tool for improving writing skills, fostering collaboration, and encouraging critical reflection, others express concerns about confidence and feedback quality. Specifically, nearly half of the participants reported feeling unsure about their ability to provide effective feedback, and several noted the lack of clarity in the feedback they received. These findings underscore the importance of providing clearer guidelines on giving and implementing feedback. By addressing these challenges, instructors can foster stronger collaboration, enhance self-assessment skills, and boost engagement in the writing process. Structured peer feedback, when integrated effectively, can create a more interactive and reflective learning environment, ultimately contributing to improved writing performance and broader educational goals.

ARTICLE INFO

Article History:

Received: October, 2024

Revised: November, 2024

Published: December, 2024

Keywords:

Peer Feedback,
Academic Writing,
English Learning,
Perceptions,

How to cite: Nurkhamidah, N., Lustyantie, N., & Chaeruman, U. (2024). Peer Feedback in Academic Writing: Students' Perspectives on Learning and Improvement. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 11(2), 233-245. doi:<https://doi.org/10.33394/jo-elt.v11i2.13330>

INTRODUCTION

Writing skills is crucial for overall language proficiency, especially in English, which serves as a key medium for sharing knowledge globally (Sadiku, 2015; Mahboob, 2014; Klimova, 2012). Writing is widely recognized as a challenging skill of second language learning, as it requires strategic and precise language use, with a strong focus on structural accuracy and clear communication (Dar & Khan, 2015). Writing is a complex mental process that engages memory, reasoning, and language abilities to effectively express ideas. Unfortunately, writing is often viewed as merely an extension of teaching grammar and syntax, which diminishes its value and limits its growth potential (Javadi-Safa, 2018)). This narrow focus underestimates the complexity and importance of writing, affecting learners' ability to master the skill. A more comprehensive approach is needed to support writing development one that goes beyond teaching grammar and instead sees writing as an active, essential part of language learning, particularly for second-language learners who benefit greatly from strengthening this skill (Toba et al., 2019).

Several factors influencing students' writing skills have been highlighted in many literatures. One major issue is related to Language and writing development problem, cognitive difficulties, and graphomotor abilities (Alfaki, 2015). Another issue relates to students' lack of motivation as many learners are unsure about the purpose and significance of writing in their second language learning process (Dar & Khan, 2015). Other contributing factors include social media distractions (Beemt et al., 2020), the quality of feedback from teachers (He & Gao, 2023), and students' limited ability to approach writing analytically and critically (Suhartoyo, 2017). Additionally, overcrowded and large class sizes often hinder students' ability to develop well-structured and clear writing because it is difficult for them to communicate effectively. This environment can limit personalized guidance and feedback, which are essential for refining these critical skills. (Pineteh, 2013). Many students struggle with finding relevant sources, paraphrasing or summarizing information, and using appropriate academic writing styles (Gonye et al., 2012).

Academic writing has gained significant attention across various disciplines at the higher education level. This skill is not just about organizing ideas logically, but also about mastering the conventions of academic language, utilizing valid sources, and presenting strong arguments. In academic writing, managing large volumes of information, complex concepts, theories, and empirical data requires both comprehension and clear communication. Writers must not only have a solid grasp of the subject but also the skill to present complicated ideas in a way that is easily understood by the reader. Academic texts are expected to adhere to strict standards of accuracy, be supported by credible evidence, and follow a logical structure. Each claim must be substantiated with reliable sources (Gupta et al., 2022). Additionally, mastering the formal style and specialized language of academic writing can be challenging, particularly for newcomers. Upholding academic integrity through accurate referencing and citation is essential but can be time-consuming and especially difficult for non-native English speakers (Morris, 2018).

One method that has gained popularity in teaching academic writing within the higher education context is peer feedback, where students provide constructive comments on each other's work. This approach is believed to play a significant role in enhancing writing skills because it encourages students to critically evaluate not only their peers' work but also their own (Lundstrom & Baker, 2009). Additionally, peer feedback encourages greater interaction among students, fostering collaborative learning and contributing to a more inclusive classroom environment. As a teaching strategy, it can be particularly effective in helping students develop specific skills related to their subject area. In some cases, students find peer feedback easier to understand and more relatable than feedback from instructors, making it especially useful in certain learning contexts (Topping, 2023). While existing studies highlight its benefits in improving learning outcomes performance (Double et al., 2020) and motivation (Susanto & Hidayati, 2020), relatively few have explored its effectiveness in the context of English as a Foreign Language (EFL) learners. This study addresses this gap, focusing on how EFL students perceive peer feedback and its advantages and challenges.

As described by Flower et al. (1986) and referenced in Huisman et al. (2018), three key steps are involved when a student reviews a piece of text. First, problem detection involves identifying issues within the writing. Second, problem diagnosis is the phase where the writer evaluates the detected issues, especially when solutions are not immediately clear or straightforward. Finally, the revision process consists of taking corrective actions based on the diagnosis to improve the text. Peer review consists of two main components that may contribute to learning: receiving feedback from peers and providing feedback to peers. Wu & Schunn (2021) propose relationships between these components and their effects on performance and learning, as shown in Figure 1.

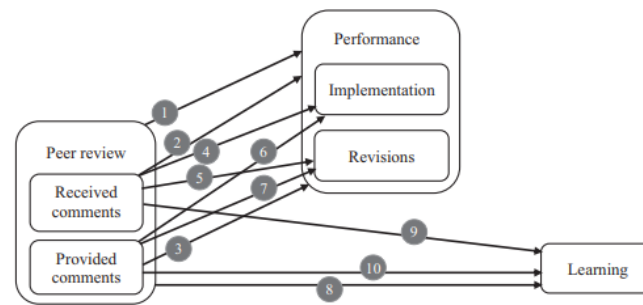


Figure 1. A Graphical Summary of Past Research Examining the Relationships Between Peer Review and Learning Outcomes

Receiving comments (Paths 2 and 4) shows that when students receive peer feedback, they are more likely to revise their work and implement suggestions, which leads to improved writing performance. Providing comments (Paths 3 and 6) indicates that students who give feedback to others also improve their own writing and are more inclined to make revisions. Offering feedback prompts them to critically engage with writing, enhancing their learning. Revisions (Paths 7 and 8) suggest that both receiving and giving feedback may result in revisions that enhance the overall quality of the writing. These revisions, whether based on feedback or not, play a crucial role in improving writing performance. Finally, Learning (Paths 9 and 10) reflects that the entire process—receiving and giving feedback, as well as making revisions—contributes to enhanced learning, which is demonstrated by better performance in future writing tasks.

The English Department at MNC University provides an academic writing course aimed at preparing students for their thesis writing. This course focuses on building the necessary skills for creating well-organized, clear, and academically rigorous papers. Throughout the course, students receive instruction on how to develop logical arguments, utilize reliable sources, and follow academic writing standards. Through practical writing exercises and constructive feedback, the course helps students sharpen their writing abilities, ensuring they are ready to tackle the demands of their thesis work. In this course peer feedback is designed to enhance students' writing skills and foster collaborative learning. The peer feedback process begins with students submitting the first draft of their writing assignment, which could range from essays to research papers. These drafts are then distributed among peers, who critically review each other's work, offering constructive feedback on various aspects such as clarity, structure, argumentation, and grammar. Once students receive feedback, they carefully read through the suggestions and reflect on how to apply them to improve their drafts. After this reflection, they revise their work, incorporating the feedback where necessary to enhance the quality of their writing. Following the revisions, students submit their updated drafts for final evaluation, often to their instructor. This process not only allows students to improve their writing but also helps them develop critical thinking and evaluative skills by engaging with their peers' work. As they move on to new writing tasks, they repeat this cycle, further refining their writing abilities and gaining a deeper understanding of the writing process through peer collaboration.

Based on the background, this research seeks to explore students' perceptions of the implementation of peer feedback in academic writing classes. Since peer feedback is a relatively new practice, understanding students' views is essential to assess its effectiveness and alignment with their learning needs. By examining their perceptions, the researcher can identify both the advantages and potential challenges of using peer feedback. This insight will help determine whether peer feedback improves students' motivation, writing performance, and engagement, as well as provide guidance on how to refine the approach for better outcomes.

RESEARCH METHOD

Research Design

This research employed a qualitative case study approach to investigate students' perceptions toward the implementation of peer feedback on academic writing class. As described by Creswell (2013), the case study method enables an in-depth examination of a specific phenomenon within its real-world context. By concentrating on peer feedback practices in this classroom setting, the study allows for a thorough analysis of the interactions, processes, and outcomes linked to this instructional strategy. This design is particularly suitable for exploring complex educational dynamics and gaining insight into how peer feedback shapes student learning over time.

Subjects

The study involved seven undergraduate students enrolled in an academic writing class at MNC University. This course is designed to help students develop their writing skills in preparation for thesis writing. The participants were selected using purposive sampling to ensure a diverse range of academic backgrounds and experiences with peer feedback. The decision to include seven students was based on the qualitative nature of the study, which prioritizes depth over breadth to explore participants' perceptions comprehensively. This sample size was sufficient to gather rich, detailed insights while remaining manageable for in-depth analysis. The diversity among participants allowed for the exploration of varying perspectives on how peer feedback influences writing skills, motivation, and engagement. The instructor of the course, who also facilitated the peer feedback process, played a dual role in the study as both an observer and interviewer. This approach allowed the researcher to closely monitor the dynamics of the peer feedback process while gaining direct insights into students' experiences. The qualitative case study design was particularly suited for this research as it enabled an in-depth investigation of students' perceptions in a real-world academic setting, providing detailed and nuanced data on the impact of peer feedback.

Instruments

To collect the data, the researcher applied semi-structured interview questions adapted from Hoinbala, (2023); Huisman et al., (2018) and Zeqiri (2011) to capture students' perceptions of peer feedback. The questions were organized into five main themes to explore students' experiences with peer feedback. The first theme, general perceptions, included questions about how confident students felt giving feedback, how comfortable they were receiving it, and whether they believed peer feedback genuinely improved their writing. The second theme focused on writing improvement, asking how useful peer feedback was for improving grammar and sentence structure, whether it helped students develop stronger arguments, and how it influenced the organization and flow of their writing.

The third theme examined the quality of feedback. Students were asked if the feedback they received was detailed and constructive, whether they found peer feedback easier to understand than instructor feedback, and how satisfied they were with the feedback's depth and clarity. The fourth theme explored motivation, with questions about whether participating in peer feedback increased their drive to improve, whether it boosted their confidence in writing, and if giving feedback helped them evaluate their own work more effectively. Finally, the fifth theme addressed challenges. Students shared the difficulties they faced when giving feedback, the challenges they encountered applying the feedback they received, and their suggestions for improving the peer feedback process. These themes provided a well-rounded approach to understanding students' thoughts and experiences with peer feedback.

Data Analysis

The data analysis will follow a systematic approach, as proposed by Creswell (2013). The first step in analysis is filtering and organizing the data collected from interviews and observations. This involves selecting, focusing, simplifying, and transforming raw data into a more manageable form. Only information relevant to the research objectives will be retained to ensure that the analysis remains focused and concise (Mezmir, 2020).

After data reduction, the next step is coding, where data will be categorized based on recurring themes and patterns. Codes will be generated to identify key aspects related to peer feedback implementation, student motivation, engagement, and any challenges faced during the process. Codes will also be derived from interview transcripts and observation notes to ensure all angles of the data are covered.

The organized data will then be visually presented using tables or charts, helping to clarify the findings. This step allows the researcher to systematically display the insights gained from observations and interviews, making it easier to identify trends and relationships. Visual representation also aids in summarizing complex data and drawing connections between different aspects of peer feedback.

Finally, the interpretation phase will involve synthesizing the displayed data to form conclusions. This will include determining how peer feedback impacts students' motivation, writing engagement, and performance, as well as identifying any patterns in the challenges encountered by students. The conclusions will be compared to existing literature to highlight similarities or differences with previous findings, and implications for future research and teaching practices will be discussed.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This section will present the results of interviews on how students perceive the implementation of peer feedback in their writing classes. The findings are categorized into five areas: general perception, improvement in academic writing skills, feedback quality, impact on motivation and confidence, and challenges encountered. The first theme is students' general perception on peer feedback as reflected in the interview questions listed in Table 1.

Table 1
Students' General Perception on Peer Feedback

No	Questions
1.	How confidence are you when providing feedback to your classmates in the writing class?
2.	How comfortable are you when receiving feedback from your peers in the writing class?
3.	Do you think that peer feedback contributed to enhancing your writing skills?
4.	Did participating in the peer feedback process increase your engagement in the writing class?

Students' general perceptions of peer feedback highlighted mixed feelings about giving and receiving feedback. Regarding their confidence in providing feedback, four students felt confident, one felt somewhat confident, while two were not confident due to fears of being unhelpful or providing incorrect information:

Excerpt 1:

"I'm not confident at all, afraid my comments won't be helpful."

Excerpt 2;

"I'm a bit nervous, worried I might say the wrong thing."

Most students were comfortable receiving feedback, with four feeling at ease, though two had mixed emotions, and one highly appreciated feedback. While four students believed peer feedback improved their writing by enhancing structure and clarity, one preferred teacher feedback, and another doubted its effectiveness.

The next question in this theme about how peer feedback contributes to writing skills, the results show that four students feel it has really helped improve their writing, especially regarding structure and clarity. On the other hand, one student prefers feedback from teachers, indicating that they find it more helpful. Another student points out that peer feedback has allowed them to catch mistakes they often miss, which highlights its usefulness. However, one student feels doubtful about how effective peer feedback really is, saying it doesn't benefit them much as it is seen in the following excerpt:

Excerpt 3:

"I have limited skill on writing and I think that peer feedback helps me to develop my writing skills."

Peer feedback also influenced engagement, with four students reporting increased involvement, though two saw it as just another task. One student mentioned that feedback sparked interest in classmates' writing, reflecting its potential to boost engagement positively.

The second theme aims to explore students' perceptions of writing skill improvement after experiencing peer feedback in their academic writing class. To gather students' opinions, the researcher used interview questions, as shown in Table 2.

Table 2
Perception on Writing Skill Improvement

No	Questions
1.	How useful were your peers' comments in helping you improve your grammar and sentence structure?
2.	How helpful was peer feedback in improving the overall organization and structure of your paragraphs or essays?
3.	Did you feel that peer feedback helped you develop stronger arguments in your writing?

The impact of peer feedback on writing skills revealed varied experiences. Four students found peer comments useful for improving grammar and sentence structure, spotting mistakes they had overlooked. However, one student preferred teacher feedback for its perceived reliability, and another doubted the usefulness of peer input. Regarding organization and structure, two students highlighted significant improvements:

Excerpt 4:

"Their feedback helps me so much! I can see how others perceived my writing, and it helped me improve."

Excerpt 5:

"Very helpful! My peers suggested rearranging some paragraphs, which made my essay flow much better."

However, three students had mixed feelings. One student highlighted the importance of understanding how peers perceive their organization, describing the feedback as crucial for their improvement. In contrast, one student acknowledged finding the feedback somewhat helpful but still struggled with organization despite receiving good ideas from classmates. These responses illustrate that while peer feedback can enhance writing organization and structure, the effectiveness can vary, and some students still seek more comprehensive support in developing their organizational skills.

Two students expressed enthusiasm about its positive impact on how peer feedback helps them develop stronger arguments. One student mentioned that questions from classmates

encouraged deeper thinking and helped clarify their points. One noted that his partner prompting them to rethink and strengthen their arguments. However, two students felt unsure about the effectiveness of peer feedback. Two students appreciated the input but still felt uncertain about improving their arguments and wanted more guidance. One student preferred teacher feedback, trusting their expertise more. These responses indicate that while peer feedback can be helpful in developing stronger arguments, some students want more support to feel confident in their writing. In conclusion, the students' experiences with peer feedback on writing improvements were generally positive.

The third theme focuses on examining students' perceptions of feedback quality. To collect their views, the researcher employed interview questions, which are presented in Table 3.

Table 3
Perception of Feedback Quality

No	Questions
1.	How detailed was the feedback you received from your peers?
2.	Was the feedback you received from peers constructive and useful?
3.	Did you find it easier to understand peer feedback compared to feedback from the instructor?

Related to the detail and usefulness of peer feedback, the majority had positive experiences, but there were clear differences. Four students mentioned that the feedback they received was helpful and detailed, particularly when it included specific areas for improvement and examples. This allowed them to make tangible progress in their writing. However, three students expressed that the feedback they received was too vague or lacked concrete suggestions, which limited its usefulness.

Then five students felt it was valuable and helped them to view their work from a fresh perspective, especially when it came to clarity and organization. On the other hand, two students felt that the feedback wasn't as helpful, noting that it sometimes focused too much on minor issues or was overly positive without offering ways to improve. When comparing peer feedback to instructor feedback, three students found peer feedback easier to relate to and more understandable, appreciating its informal tone and directness. However, four students preferred feedback from their instructor, citing its structure and detailed guidance, which helped them improve more complex areas of their writing, like argument development and organization. In conclusion, while peer feedback was beneficial for most students, its effectiveness varied based on the quality and depth of the feedback provided. More structured guidance on how to give .

The fourth theme centers on investigating students' perceptions of how peer feedback influences their motivation and confidence. To gather their insights, the researcher utilized interview questions, which are displayed in Table 4.

Table 4
Impact on Motivation and Confidence

No	Questions
1.	Did the peer feedback process increase your motivation to improve your writing?
2.	Do you feel more confident in your writing after participating in peer feedback sessions?
3.	Has giving feedback to your peers boosted your confidence in evaluating writing, including your own?

The first question in this theme is the impact of peer feedback on their motivation and confidence. Four students shared that peer feedback really motivated them to improve their writing. They felt encouraged by constructive comments from classmates, which made them want to revise and get better. Two students said it gave them a bit of motivation, but not enough to make a big change in their writing habits. One student didn't feel any increase in motivation, seeing peer feedback more as just another task to complete.

About students' confidence in their writing after peer feedback sessions, five students felt more confident. They appreciated the helpful suggestions and positive comments, which made them more aware of their strengths and areas for improvement. One student felt only slightly more confident, still relying on teacher feedback for major improvements. One student didn't feel any more confident at all, needing more expert feedback to feel secure in their writing as it is shown in this following excerpt:

Excerpt 6:

"Not really. I still don't feel much more confident after the peer feedback sessions. While it's nice to hear what others think, I sometimes still doubt my own writing and feel like I need more guidance to truly improve."

As for giving feedback to their peers, five students said it boosted their confidence in evaluating writing, including their own. They felt that by reviewing others' work, they became better at spotting mistakes in their own writing. One student found a small increase in confidence but admitted they still struggled with evaluating their own writing. One student didn't feel any more confident giving feedback, still feeling unsure about offering helpful comments. In short, most students found peer feedback helpful for motivation and confidence, though a few felt it had less impact, especially when feedback lacked depth or they preferred teacher guidance. In general, the findings suggest that peer feedback plays a positive role in enhancing students' writing skills, motivation, and confidence.

The final theme focuses on the challenges and suggestions related to the implementation of peer feedback in academic writing classes. To obtain their insights, the researcher used interview questions, which are presented in Table 5.

Table 5
Challenges and Suggestions

No	Questions
1.	Did you experience any difficulties when providing feedback to your peers?
2.	Did you experience any challenges when implementing the feedback received from your peers?
3.	Overall, how satisfied are you with the peer feedback process in this class?

Related to the students' responses regarding challenges and suggestions in the peer feedback process, there were a mix of experiences. Five students shared that they had difficulties when giving feedback to their peers, mainly because they were unsure if their comments were helpful or felt uncertain about their own abilities to critique others' work. Two students, however, felt more confident in providing feedback, stating that they enjoyed helping their classmates improve.

When asked about challenges in implementing the feedback they received, four students said they found it hard to use peer feedback, especially when the comments were unclear or vague. They struggled to figure out how to apply the suggestions to their writing. On the other hand, three students said they didn't face major challenges and found the feedback useful and actionable.

Regarding suggestions for improving the peer feedback process, the most common recommendation from six students was to provide more guidance on how to give effective feedback. They suggested having clearer instructions or examples to follow. One student also recommended more structured peer review sessions to ensure everyone gives thoughtful and helpful feedback. Overall, five students were satisfied with the peer feedback process, appreciating the opportunity to learn from their peers. However, two students were less satisfied, expressing that the feedback was not always as beneficial as they had hoped, with some peers not offering enough depth in their comments.

Discussion

The findings of this study demonstrate that peer feedback in academic writing classes is generally viewed positively by students, consistent with previous research highlighting its value in improving writing skills (Damanik, 2022) and engagement (Farahian & Noori, 2023). Since academic writing involves not only organizing ideas logically but also using appropriate academic language, referencing reliable sources, and presenting convincing arguments, some students reported feeling unsure about their ability to provide feedback to their peers. This finding is in line with Wang (2015) that which indicated that many students lack confidence in offering detailed and useful feedback. They tend to see the teacher as the most qualified person to give feedback, given their expertise and experience. As a result, students may doubt their ability to offer specific, high-quality feedback to their classmates. This lack of confidence often stems from limited skills, motivation, and knowledge (Tianotak, 2021). To address this issue, teachers can provide clear guidelines on how to give constructive feedback, helping students feel more comfortable and capable in their role as reviewers. Additionally, creating a supportive, non-judgmental classroom atmosphere can make students feel more comfortable sharing their work. When feedback is framed positively and focuses on improvement rather than fault-finding, students are more likely to trust the process and feel confident in both giving and receiving feedback.

In this study, four students mentioned how helpful their peers' comments were for improving their grammar. When students review each other's work, they often catch grammatical mistakes and fine-tune sentence structures that they might have missed on their own. Hyland and Hyland (2006) point out that this kind of collaborative learning fosters a greater awareness of language accuracy. Peer feedback also plays a crucial role in helping students organize their writing and improve the overall flow of their essays. As noted by Li, Liu, and Steckelberg (2010), peer feedback allows students to see how their writing is perceived by others. While two students experienced significant improvements from their peers' suggestions, others still faced challenges, indicating that peer feedback might need to be complemented by guidance from teachers to be truly effective.

Research indicates that when students perceive peer feedback as detailed and constructive, it enhances their ability to identify areas for improvement and fosters a supportive, collaborative atmosphere. Conversely, vague or overly positive feedback can hinder progress by failing to provide actionable suggestions (Hyland & Hyland, 2006). Students also tend to compare feedback from their peers with that from their instructors, weighing the informal and relatable tone of peer comments against the structured guidance provided by teachers. This highlights how both types of feedback are valuable in the writing process. Striking a balance between peer and instructor feedback could be the most effective approach. Ultimately, these insights point to the importance of providing targeted training on how to give effective feedback so that students can fully benefit from the peer review experience in their academic writing classes.

Peer feedback also had a positive impact on motivation and confidence. Constructive comments encouraged students to take ownership of their work and engage more deeply in the

learning process, as noted by Xuan et al. (2024) Positive feedback helped students recognize their strengths, boosting their confidence and encouraging further improvements. Interestingly, giving feedback was found to enhance self-assessment skills, as students became better at identifying issues in their own writing (Farrah, 2012). However, some students felt that peer feedback lacked the depth needed to build confidence in complex tasks, again emphasizing the value of teacher input in conjunction with peer reviews.

Challenges in implementing peer feedback were also evident. Many students felt uncertain about their ability to provide useful comments, often questioning their own proficiency and knowledge, consistent with Singh & Hoon (2016) findings. Similarly, vague or unclear feedback from peers left some students struggling to apply the suggestions effectively, leading to frustration. This highlights the need for clearer guidelines and training to help students give and interpret feedback more effectively.

To address these challenges and enhance the effectiveness of peer feedback, there are several practical steps can be implemented. A frequent recommendation was for clearer guidance on how to provide effective feedback, such as structured templates or examples to follow. This is in line with Saptanno & Souisa (2021) that mention the importance of guidance in peer feedback writing activity. Providing clear guidance for peer feedback in academic writing can make a significant difference in how effectively students support each other. When students know what makes feedback constructive and focused, they're more confident in offering comments and more likely to be helpful. Structured guidelines are also needed to encourage students to focus on key aspects like clarity, organization, or grammar rather than only offering general praise or vague criticism.

Additionally, balancing peer feedback with instructor input offers a comprehensive approach by combining the collaborative benefits of peer learning with the structured expertise of teacher feedback. While peer feedback fosters a sense of community through relatable perspectives, instructor feedback addresses complex challenges, such as argument development and critical analysis. Creating a supportive, non-judgmental classroom environment further encourages active participation by framing feedback as an opportunity for growth rather than criticism. Finally, regularly evaluating the peer feedback process ensures its effectiveness by identifying areas for improvement, such as refining guidelines or providing additional training. By integrating these strategies, instructors can create a balanced and effective feedback system that contributes meaningfully to students' academic growth and writing development.

CONCLUSION

To make peer feedback more effective in academic writing classes, it would be beneficial for instructors to provide clear guidance on delivering constructive, detailed feedback. Templates or prompts could help students focus on essential elements such as grammar, organization, and clarity of argument. Additionally, an additional session focused on how to give and use feedback could boost students' confidence in the process. Implementing these strategies would strengthen peer feedback as a tool, empowering students to enhance their writing skills and engage more deeply in the learning experience.

Peer feedback was generally regarded as a valuable tool in academic writing classes, with many students acknowledging its role in fostering engagement, collaboration, and improvements in specific aspects of their writing. The process allowed students to reflect on their work critically and benefit from their peers' perspectives. However, the effectiveness of peer feedback varied, largely influenced by the quality of feedback provided and students' confidence in both giving and receiving it. Some students expressed uncertainty about their ability to provide detailed and constructive feedback, while others found implementing vague

or unclear feedback challenging. These findings emphasize the need for clearer guidance and confidence-building measures to maximize the potential of peer feedback.

To enhance its effectiveness, instructors should provide structured templates or prompts that guide students to focus on key elements such as grammar, organization, and argument clarity. Additionally, dedicated sessions on giving and using feedback could help build students' confidence and ensure feedback is both actionable and meaningful. Addressing these issues would not only strengthen peer feedback as a teaching strategy but also empower students to take greater ownership of their writing and engage more deeply in the learning process. By implementing these strategies, peer feedback could become a more impactful tool for improving academic writing and fostering student growth.

ACKNOWLEDGEMENT

The author sincerely thanks to the English Education students at MNC University who participated in this study and generously shared their insights on implementing peer feedback in the Academic Writing course. Additionally, the author appreciates the invaluable feedback and guidance provided by the reviewers and editors, which significantly strengthened the quality of this study. It is hoped that this research will offer meaningful insights and be a valuable resource for future studies and educational practices.

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