



Exploring Undergraduate Lecturers' Perceptions of Peer Feedback Implemented in Argumentative Essay Writing

Karisma Kurniawati

¹Universitas Sunan Gresik

karisma.k@lecturer.usg.ac.id

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Abstract: Writing is considered one of the most challenging skills to learn, especially for English Foreign Learners (EFL). As a result, several students often face some problems and difficulties in writing. To solve their difficulties, the teacher and students need to apply a writing strategy that supports and helps the students in writing. One of the writing strategies that can be implemented is peer feedback. This study was conducted to explore and describe the teachers' perception of implementing peer feedback in argumentative essay writing. This research used a qualitative approach with descriptive qualitative as the research design. To obtain the data, semi-structured interviews had been done by using interview questions guidelines as the research instruments. The participants in this study were three lecturers from different universities in Surabaya who have applied peer feedback in argumentative writing and taught for more than a year. The results of this study revealed that according to the undergraduate lecturer's perception, using peer feedback as strategy brought many valuable things for both teachers' and students. Moreover, there were also some challenges faced by the lecturer during its implementation. But they have their solutions to deal with those problems. Overall, using peer feedback as strategy contributes to improving students' argumentative essay and ability in writing.

Keywords: *Peer feedback; Undergraduate Lecturers' perception; Argumentative essay writing.*

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INTRODUCTION

Writing is claimed as an intricate skill to learn by both English Foreign Language students (EFL) and English Second Language (ESL) students (Levine et al., 2024). It happens since in writing, the students need to do long processes starting from pre-writing to revising (Wihastyanang et al., 2020). Moreover, the students need to pay attention to the use of grammar, content, organization, vocabulary, and mechanics (Zhang et al., 2022). Those intricacies in writing often bring out several problems for the students. For instance, the students are demotivated to do the writing task, ignore their writing, or even do not care about their writing results. As a result, they get poor writing performance. Therefore, in order to help students face those challenges, collaborative learning strategies are needed.

One of strategies that has received significant attention is peer feedback. It is a strategy that involves giving and receiving feedback from peers and discussing and exchanging ideas with one another (Barnwell, O'Malley, & Chamot, 1991; Kurniawati, 2022). The form of feedback given and received from peers can vary. For instance, it can be opinions, corrections, suggestions, or judgements. And the students are free to give or get feedback, oral or written (Hentasmaka & Cahyono, 2021). Moreover, within the process, the students are supposed to review their partners' works critically, identify their peers' problems, and then provide suggestions that can improve their work (Latifi et al., 2021). Besides, Barnwell, O'Malley & Chamot (1991) stated that peer feedback includes a social-affective strategy. It is because there are interaction and discussion in peer feedback. Doing peer feedback can affect the students' motivation, feelings, or emotions since they are free to express what they want to give. It is in line with Kerman, Noroozi, Banihashem, Karami, & Biemans (2022) that peer feedback contains both affective and social features. It happens since, during the process, the students cannot only help their peers recognize and solve the problems they may find in their works, but they can also give their cheering or motivation words to their peers to avoid emotional conflicts. So, in peer feedback, the students are not only trained to be critical thinkers and produce good writing, but they can also learn how to appreciate other works. Finally, when peer feedback is applied in the classroom, it can create collaborative and challenging learning situations for the students since they can learn from each other (Kerman et al., 2022).

Moreover, many previous researchers believed that applying peer feedback in writing can improve not only the student's writing skills. But also the students' writing performance, quality, and motivation (Wihastyanang et al., 2020; Kurniawati, 2022). It is revealed that after applying peer feedback, the students become more interested to do the tasks. It happens because when their peers provide the comments or suggestion that relates to their writing, they are getting provoked to improve their essay from the first draft until the final essay in order to get the better score at the end of the courses. However, there are some aspects that students have to consider. For instance, the students need to increase their precondition knowledge and evaluation skills too before they decide to provide and receive feedbacks to their peers (Pitt et al., 2020). When they have those skills and knowledge, this will make the students more ready to give good feedback quality to their peers and use or apply feedback from their partners (Han & Xu, 2020). So, it can be concluded that peer feedback as strategy has a pivotal role and contributes to the learning writing process excellently.

In university, several kinds of essays have to be written by the students. One of them is an argumentative essay. It is usually known as the most difficult essay to write since in this essay writing, the students are required to deliver their ideas in arguing some issues (Noroozi et al., 2020). Moreover, they have to understand that the purpose of writing argumentative essays is not only persuade the reader but also present a logical, comprehensive, and rational discussion related to the topic so that readers can accept the arguments well (Noroozi et al., 2020). However, many EFL learners still struggle to generate strong arguments, write appropriate evidence, and defend their ideas confidently (Mulyati & Hadiananto, 2023; Sundari & Febriyanti, 2021; Haro et al., 2022). Therefore, the students need effective strategies, such as peer feedback that can support their writing development especially on producing coherent and well-founded arguments.

In line with the explanation above, some previous studies related to peer feedback in writing text and argumentative essays have been done. Noroozi et al (2020) have investigated peer feedback in argumentative essay class. However, in their study, they focused more on measuring to what extent gender can influence argumentative essay writing. Next, Kerman et al. (2022) explored how the receiving peer feedback patterns make some distinctions in three groups of students while writing an argumentative essay in online learning. And the results showed that the difference in receiving feedback from peers was due to the use of peer feedback features. On the other hand, Noroozi et al. (2020) found the differences between male and female students regarding their feedback quality in writing an argumentative essay and learning through online content to prove to what extent gender influences both things. The results show that using peer feedback with different gender contributes to the quality of students' argumentative essays. It is proven that peer feedback is successful in engaging both students' gender. As a result, they are helped to write higher-quality argumentative essays. Even though they are engaged differently in writing the argumentative essay. Then, Latifi et al. (2021) compared the effects of peer feedback and feedforward as well as the combination between both of them in peer learning processes and the quality of the argumentative essay. This study found that peer feedback and peer feedforward are equally beneficial in improving the students' argumentative essay writing. It happens because there is a significant improvement in the student's learning process and argumentative essay writing quality when combined. Using it can guide and help the students in analyzing and evaluating their work so that they can use the feedback from peers to revise their essays. As a result, the quality of their essays enhances well. Next, Trang & Anh (2022) also investigate the effect of peer feedback in writing. But they focus on paragraph writing rather than argumentative essay writing.

Furthermore, the study in Indonesia by Kurniawati (2022) found out the students' perception of peer feedback as a social-affective strategy but in writing recount text skills. The subject used was the tenth grade of senior high school students. The results showed that based on the students' responses, peer feedback brought many beneficial things to the students since it was potent and effective for improving their skills in writing better. Then, Mulyati & Hadiano (2023) explored how written, managed, and unwritten online feedback affected students' argumentative writing skills, the quality of their feedback, and their topic-specific knowledge. The results showed that all three forms of feedback produced great outcomes, but students who received written feedback accomplished the highest performance in every aspect. This is likely because written feedback allows learners to organize their ideas more clearly, reflect longer on the comments, and develop a deeper understanding of the topic.

Even though many previous researchers have been investigated the use of peer feedback in writing text, argumentative essay, and other English skills, they mostly researched the effect of peer feedback on the students' writing ability while writing argumentative essay. Some of previous studies also explored the students' perception of peer feedback used in writing text, including argumentative writing. However, none of previous study especially studies from Indonesia that explored how peer feedback is used as strategy in writing argumentative essay from the undergraduate lecturers' perception. Therefore, to address the gap, this study aims to explore the lecturers' perception of implementing peer feedback in argumentative essay writing. So, the researcher formularized a research question; What are the undergraduate lecturers' perception of implementing peer feedback in argumentative essay writing?

METHOD

The researcher used qualitative approach with descriptive qualitative research as the research design. By using descriptive qualitative research, it will help the researcher to answer the research question as stated in introduction, to explore and describe the teachers' perception of implementing peer feedback in argumentative essay writing. Those statement supported by Ary, Jacobs, Sorenson, and Walker (2014) that using qualitative research, the researcher can get the detail information and depth understanding. Three English department lecturers at different state

university of Surabaya were contributed as participants of this study. The lecturers have been selected because they met the criteria such as, first, the lecturer has already implemented the peer feedback as strategy in writing argumentative essay. Second, the lecturers have experience in teaching for more than a year. To obtain the data, semi structured interview was applied. Hence, the teachers' utterances or opinions became the research instruments. Meanwhile, to guide the teachers and researcher to keep on track, the interview questions guidelines were made. Moreover, the interview was conducted through WhatsApp. So, the researcher contacted the lecturers and did virtual interviews to explore their perceptions in detail. In analyzing the data, several steps had been done by the researcher. First, writing the transcription. Second, familiarizing the data by reading them many times. Third, organizing the data by classifying the parts. Fourth, shorting and coding the data. Last, interpreting the data into paragraphs.

RESULT AND DISCUSSION

In this part, the results of the study are presented and discussed.

The Implementation of Peer Feedback Viewed from Teachers' Perception.

The results showed the three of the lecturers agreed that peer feedback is a strategy that can be used by the students in improving their ability in writing. Not only that, but they are also stated that through peer feedback, the students can give comments with their partners, learn together, and work cooperatively with others. Hence, their peers can use those feedback given to revise the essay. These findings are in line with Zhang et al (2022) that peer feedback is one of the most important strategies that can be used in teaching and learning English skills. It involves giving and receiving comments or feedback from peers (Kurniawati, 2022). Moreover, in peer feedback the students can review and evaluate their peers' writing. From that reason, peer feedback can create collaborative and cooperative learning in the class (Mulyati, & Hadiano, 2023).

L1: "Peer feedback is a strategy that can make students work cooperatively with their peers. Through peer feedback, the students can give comments to others' work so that their partners can use those feedbacks to revise their essay writing."

L2: "I think peer feedback is a learning method that cannot only increase the students' thinking skills but it can improve their skills in writing well."

L3: "Peer feedback is one of strategies that can be used in writing by giving comments to peers."

Before the peer feedback process began, the lecturer prepared some feedback criteria guidelines that can be used by the students. After that the lecturers explained the criteria to the students. Hence, during the peer feedback activity, the students can directly follow the guidelines. In this case, the online and offline feedback were used by the students. This resembles with previous study by Kaya & Yaprak (2020) that before the students do peer feedback activity in the class, they were introduced and taught some criteria that can guide them to give feedback to their peers.

L1: "I give peer feedback guidelines to the students. They can directly follow the guidelines by Paying attention to the criteria that have already been provided. In this case, I asked the students to upload their argumentative essay on Google Doc and they can exchange feedback with their peers online."

L3: "I usually provide Google Doc links so that the students can do peer feedback activity there. But before that I have explained to them the criteria or the aspects that needed to be reviewed by them."

L2: "I give them peer feedback guidelines by showing the PowerPoint slides on the wall. I explained each criterion and I asked them to give comments on their friends' works on a printed paper. So, they can put their comments under or besides their friends' essays."

Usefulness, Helpfulness, and Effectiveness

Moreover, when the lecturers were asked about the usefulness of the peer feedback, they answered that peer feedback brings many benefits to the students. For example, through applying peer feedback, the students can exchange the ideas with their peers, learn to appreciate others, do some self-reflection, and increase their motivation in learning especially in writing. Moreover, peer feedback can train the students' critical thinking in which they are trained to solve the problems or errors found in their essay with their peers. When they can identify the errors in their peers' work, it indicates that their skills in thinking critically is developed. Those results confirmed the study by Kerman et al (2022) and Rahayu Nita (2021) that peer feedback brings many positive advantages for students. For example, first, it can train the students think critically. In argumentative essay, critical thinking skills are important. It is because in this essay, the students have to think critically not only for facing some controversial issues and discussing the issue into paragraphs, but they also have to identify and remove some conflicting statements. Moreover, the students are required to view issues from two different perspectives. It means that they have to think about both compatible and contradictory sides from the issues they have chosen. Besides, the students have to evaluate compelling evidence and facts to support the ideas stated by them. Then, they must provide right responses to respond to the possible opposed arguments (Kaya & Yaprak, 2020; Noroozi et al., 2023). Second, it can increase the students' affective since peer feedback can help to motivate the students in writing (Kerman et al., 2022; Chen et al., 2023). Third, peer feedback cannot only make the students evaluate their peer's essay but it can also make the students evaluate themselves by doing self-reflection (Kaya & Yaprak, 2020). Fourth, through peer feedback the students are trained to socialize and appreciate others (Chen et al., 2023; Kurniawati, 2022).

L1: "I think peer feedback brings several benefits for the students such as they can comprehend aspects of writing that are needed to evaluate their peers' work. Besides, it can be a comparison for the students to check whether their feedback has already met the criteria given by the teachers' or not. Not only that but through peer feedback, the students can also learn each other's work. They can do some reflection so that they can take a look to their own work then improve their essay. So, I can say that their peer's essay along with the feedback can inspire them so that they will be more motivated to write the essay better."

L2: "Peer feedback can help the students to think critically, train how to give opinion to others, and develop the sense of caring between friends, and learn how to appreciate each other's work."

L3: "By using peer feedback, the students can exchange their feedback with each other, sharing ideas, and can help to solve problems that may occur while writing."

Apart from the benefits of peer feedback in writing argumentative essays for students mentioned by lecturers, it turns out that peer feedback can also help lecturers in several ways. This study presented that from peer feedback, the lecturers can examine to what extent the students' level in comprehending and thinking the materials. Besides, it helps the lecturers since they did not have to correct from the beginning paragraph until the end of the students' essay since the lecturers focused more on giving feedback on the essay content. Even so, the lecturers still need to re-examine the students' feedback and essay. This results are similar with Voegelin & Keller (2021) that through peer assessment, the teacher can know their students well such as knowing their strengths and weaknesses in learning and their performance in writing. Nevertheless, the teachers still need to evaluate and give comments on the students' written feedbacks (Voegelin & Keller, 2021).

L2: "Well, I think that peer feedback can help me to know the students' level of understanding about the materials and the way they are thinking."

L3: "I think that peer feedback is quite helpful for me since I do not need to give some correction from the beginning to the end of the essay as well as correct the technical writing aspects such as the misspelling, indentation, capital letters issues and so forth. So, I only focused on providing feedback related to their content body of their argumentative essay."

L1: "It helped me, but it did not help me much because I as a teacher still have to reread and re-examine their argumentative writing and also the feedback from their friends whether the students have already given feedback that relate to the criteria or not."

Next, the lecturers were asked whether the peer feedback is effective or not to be used in writing argumentative essay writing. The results revealed that two of the lecturers concur that peer feedback is not as effective as teacher feedback. This is because sometimes the students are not fair to give feedback to their peers. When they get partners that are closer to them, they will provide appropriate feedback related to the criteria given. However, if they did not get the right peer, they will be careless in giving feedback. Not only that but the students are also often more confused with their peers' feedback so that it makes them ask the teacher more rather than asking their peers to clarify what their peer feedback means. Therefore, the teachers' role and feedback are still needed to complement what things are missing on the feedback from peers. Those are agreed by Supiani, Yansah, & Bustomi (2023) that teacher feedback is effective to be used by the students. It is because through teacher feedback, the students can get detail, clear, and explicit feedback related to the whole content of the essay. This makes the students satisfied with the feedback given since they do not feel confused to think about the comments. Thus, they become more motivated and eager to revise their writing.

L1: "Even though peer feedback is a good strategy for the students, in my opinion the teacher feedback is more effective than peer feedback. It cannot be denied that sometimes students are unfair in giving comments to their friends. Sometimes they just make peer feedback activities a formality because the teacher asked for it. Sometimes they also give comments that are too good or too bad just because they see that what is being corrected is the work of their closest or furthest friend. So, it can often be discovered when peer feedback activities take place."

L2: "In my opinion, both peer and teacher feedback are important to be applied. The reasons are the teacher has to monitor the development of the students, recheck whether there are some errors found during the peer feedback process so that the teacher feedback is also needed here to guide the students. Moreover, teacher feedback is also needed especially on the idea of the content. Hence, if I was asked to choose, I prefer to use both of them alternately."

L3: "Based on the students' review and evaluation, I think that the teacher feedback is more effective than peer feedback. It happens because when the students are confused with the comments, they can directly ask the teacher for clarification such as asking what do these comments mean ma'am? And etc. Then, the teacher can give solutions or suggestions that are understandable for the students."

Reasons of Teachers Utilize Peer Feedback in Argumentative Essay Writing

Several reasons why the lecturer implemented peer feedback in argumentative essay writing. First, the lecturers want to teach students to be reviewers. The lecturer wanted to give the students' experience that they did not only learn how to write but how to review another essay. This skill may be needed when they are on the next level of writing or when they are hiring a job. Second, the lecturer wanted the students to learn that there are different kinds of feedback. Such feedback who are given by the teacher and feedback who come from another student or friend. Third, the lecturer stated that she wants to train the student' critical thinking, considering that the undergraduate students are on a high level, so they have to think and face anything by not looking only from the one side. Therefore, they were asked to respond and analyze the errors in their peers' essays. These are similar to Zhang et al (2022) that in peer feedback, the students can play different roles such as they can be a reviewer, editor, and assessor by commenting on their friends' essay writing. Besides, it is also believed that peer feedback not only provides the feedback receiver perspective to reexamine and revise their essay but also trains feedback provider to reflect and thinking logically and critically.

L1: "I used peer feedback to introduce the students that there is another kind of feedback besides the teacher feedback. To make the students learn how to be a reviewer."

L2: "I think it is effective to implement peer feedback in argumentative essay writing. First, because they are on a high level. It means that they are able to use their critical thinking to respond to something, their friend's essay for example. Second, I want to train them to express their thoughts if there are mistakes and errors on some peers' work parts."

L3: "Through asking students to do peer feedback activity, I want to train them to be a reviewer in which it is indispensable for students to train their thinking critically and it will help them to find a job if their self-skills focus more on writing."

Challenges and Solutions

Although there are many positive things from peer feedback, several challenges are still found by the lecturers. For example, some of the students were not confident in giving feedback so that almost all of them were still asking the lecturer about their peer's essay. Second, the students did not have enough knowledge so that it influenced the way they gave comments to their peers. Third, the students wrote unclear feedback. Fourth, the students need more explanation from the lecturer about the criteria that need to be reviewed and evaluated. These results are the previous study Kerman et al (2022) that the challenges often found during peer feedback are the limitation of students' knowledge and skills. This will affect the students' performance whether they are succeeded or not in giving appropriate feedback to their peers. However, the results of this study contradict previous research Chen et al (2023) that during the peer feedback process, students became more confident because they were given the opportunity to provide feedback freely. Thus, to deal with the challenges, the lecturers' guidance, explanation, and also answers are required.

L1: "Usually, the challenges that I felt were I have to explain more about the criteria in order to ensure that they are truly understood. Then, sometimes during the process of peer feedback, I still found that some students asked about their peers' work to me whether their peers' work was correct or not. It indicates that they are still lacking knowledge and not confident or doubting their own skills in writing."

L2: "I think not all the students understand the grammar. Sometimes they also write unclear comments so that it can make their peers confused. Hence, the teacher as the facilitator should monitor and the existence of the teacher is needed during the peer feedback process."

L3: "There are many students that do not understand the feedback provided by their peers. Some students still do not know what they have to do even though the teacher has already explained the criteria to them. The solutions that I offered were I explained again to them how to review or give feedback clearly, well, readable, and understandable. As a teacher I always guide them during the process. If there are students who ask about their peers' essays or some parts that they did not understand, I, as a teacher, try to answer their questions in order to make them easier to understand their peer feedback."

CONCLUSION

To sum up, based on the undergraduate lecturers' perceptions, implementing peer feedback in argumentative writing brings out many beneficial things for students and lecturers. Through using peer feedback, the students can learn how to review and evaluate their peers' essays. Not only that, but they also can work collaboratively and cooperatively with others so that a sense of caring and socializing can be reached. On the other hand, by applying peer feedback the lecturers can know the students' level of thinking and understanding materials, teach how to think critically while facing any kinds of issues, and so forth. However, the implementation of peer feedback did not always run smoothly, there are still many lecturers' constraints during the process. Hence, the lecturer's guidance, existence, feedback, and explanation are needed by the students.

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