

# Peer Computer-Mediated Corrective Feedback in Essay Writing Performed by University Students

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## Abstract

*The purpose of this study is to investigate how university students perform peer computer-mediated corrective feedback. This study is conducted qualitatively through the students' essay analysis and interview to briefly overview how the students perform peer computer-mediated corrective feedback. The sixteen participants, who have conducted peer computer-mediated corrective feedback in an exemplification writing class, are from one of the state universities in Surabaya. The study's results revealed that not all types of peer computer-mediated corrective feedback were conducted by the students. Most of the students give feedback started from the aspects they believe they are able to do. They start it by reading the whole essay and moving on to the aspects of writing they check. The students who have less confidence in a particular aspect of writing do not provide the aspect of writing they do not believe they are able to. This leads to the students using another software to assist them in giving feedback to their peers. Moreover, the students are depending on their lecturer's instruction in giving feedback thus the role of lecturers in giving feedback literacy is important in purpose to increase the student's productivity in giving feedback. In conclusion, this study suggests the students' feedback literacy needs to be boosted through their lecturers. The findings highlight the way students' perform peer computer-mediated corrective feedback.*

**Keywords:** *essay writing ;feedback ;peer computer-mediated corrective feedback*

## 1. Introduction

Teaching English means that teachers need to demonstrate all the skills in English that consists of speaking, listening, reading and writing. In this research, the study focuses on writing skill. Writing in English is crucial skill in today's globalized world, as it is the dominant language of international communication, business, and academia. The ability to write effectively in English is important for anyone seeking to succeed in these fields, as well as for those looking to pursue higher education or employment opportunities abroad. Research has shown that writing in English not only improves language skills but also enhances critical thinking, analytical skills, and creativity. It is because writing is a process that requires a clear understanding of the topic, effective organization of ideas, and the ability to communicate them clearly and effectively. The process of writing also helps individuals develop their ability to analyze and evaluate information, which is important for success in many fields. The research is supported by Bailey (2011) who stated the most common reasonable aims for writing are to report the research that the writer has conducted; to give answers to questions the writer has gotten; to discuss further about certain topics; and to synthesize other research in the essay writing.

Moreover, essay writing is an essential skill in university education, requiring students to express their thoughts, ideas, and arguments on a given topic in a structured and coherent manner. It serves as a means to evaluate students' understanding of a subject, critical thinking abilities, and their proficiency in effective communication (Nejmaoui, 2019). While essay writing is a valuable skill, it presents various challenges for university students. The challenges students face in university essay writing is the difficulty in understanding the task and its requirements (Ariyanti & Fitriana, 2017).



. Misinterpreting the essay prompt can result in essays that do not align with the intended topic or lack focus. Additionally, students may struggle to structure their thoughts coherently, leading to essays that lack logical flow or fail to present a convincing argument (Cekiso, Tshotsho & Somniso, 2016). Not only that, learners may find the difficulty in organizing ideas and translating their ideas into proper readable text (Alfaki, 2015). Besides that, they have difficulty with lower skill such as punctuation, word choice and spelling etc. This problem can be overcome by giving written corrective feedback on the learners. Giving feedback in an essay is vital for the growth and development of the learner's skills. Feedback provides insights into the weaknesses and strengths of the essay, helping the writer understand what aspects are working well and what needs improvement. Feedback can be from lecturers and peers and it enables students to refine their essay writing skills by highlighting areas of improvement, such as the clarity of arguments, organization, and the integration of evidence (Hsieh & Hill, 2022). Moreover, feedback helps students identify and rectify common mistakes, such as grammar, punctuation, and citation errors, enhancing their overall writing proficiency. However, the feedback loop should not be limited to instructors alone. Peer feedback allows students to receive insights from their classmates, providing different perspectives and fostering collaborative learning (Fan & Xu, 2020). Engaging in peer review activities cultivates critical thinking and strengthens communication skills, as students learn to articulate their observations and suggestions for improvement (Elfiyanto & Fukazawa, 2020). By the time, the idea of written corrective feedback in essay writing is developed into the idea of peer-written corrective feedback.

Additionally, the benefits of peer-written corrective feedback is proven by the study of Fan & Xu (2020) Strijobs, Narciss, & Dünnebier (2010). As a matter of fact, peer feedback has been known for its benefits not only for the receiver feedback but also the feedback provider (Strijobs, Narciss, & Dünnebier, 2010). Elfiyanto and Fukazawa (2020) stated that Peer-written corrective feedback is a way to aim the students in order to improve their writing through providing comments, corrections, ideas, opinions, and suggestions. It helps students to get more opportunities to learn from each other. In line with them, Gielen, Tops, Dochy, Onghenai and Smeets (2010) also states the benefits of peer written corrective feedback. First, peer feedback can raise social pressure of the students in order to perform well or even better on their assignment. Second, the learners recognize their peer written corrective feedback is helpful and understandable since they feel that their friends have the same condition and situation with them while learning. Lastly, peer written corrective feedback is quicker to get by the learners since Teacher Written Corrective Feedback is not always given until the topic has changed, thus getting an imperfect feedback from their peers gives almost directly will give much more influence instead of perfect feedback from the teachers that takes a long time.

Furthermore, by the development of today's technology, the tool of learning writing skill is changing. Peer-written corrective feedback becomes more varied as the digital era. One of the digital corrective feedback is Peer-computer mediated corrective feedback. Some studies (AbuSeileek & Abualsha'r, 2014; Olimat & AbuSeileek, 2015) reveal that the students who are perceived by peer computer-mediated corrective feedback could get better result in their writing performance. The students could highly perform in their writing aspect included both content and form (Vyatkina, 2011; AbuSeileek and Abualsha'r, 2014). Providing corrective feedback via computer mediate could develop learners' metalinguistic awareness by highlighting and pointing out the information effectively (Yeha and Lob, 2009). This is line with Lin and Yang (2011), who investigated the use of wiki technology and peer review in an English as a foreign language writing class, shows that students could enhance their grammar, spelling, style and quality of expression extraordinarily in a relatively short period of time.

However, in the same development of technology these days, there are some studies (Lafien, 2023; Drajadi etc, 2023) that show that one of the challenges facing students in computer-mediated environments is the lack of understanding of how to give and receive peer corrective feedback. Many students struggle to provide feedback in a constructive and supportive manner, often resorting to negative or critical comments that can be demotivating to the recipient. Additionally, students may not know how to effectively apply feedback to improve their own work, leading to a cycle of unhelpful feedback and limited improvement. Addressing this issue requires targeted instruction on how to give and receive feedback, as well as creating a culture of constructive criticism and collaboration in the online learning environment.

Moreover, the issue also happened in the researcher's experience. In her third semester study, her writing class was asked to conduct peer-computer mediated corrective feedback. After each of students received their peers' essay in form of file, the researcher found that her peers did not really know what to check in their peers' essay. All her friends have different ways to give feedback making the result of the essays were varied. In addition, Payant and Zuniga (2023) mentioned that there are several reasons why students may perform peer-computer mediated corrective feedback differently. Firstly, students may come from different cultural and educational backgrounds, which can influence their attitudes and approaches towards giving and receiving feedback. Secondly, students may have different levels of experience and confidence in providing feedback, which can impact the quality and effectiveness of their feedback. Thirdly, students may have different communication styles and preferences, which can affect how they deliver and receive feedback. Fourthly, the nature of the task or assignment being reviewed can also impact the feedback process, as

some assignments may require more technical or specific feedback than others. Finally, the design of the computer-mediated environment itself, such as the feedback tools and interfaces provided, can influence how students give and receive feedback. These factors, among others, can all contribute to variations in how students perform peer computer-mediated corrective feedback.

Additionally, Lin and Yang (2011) found that the students are lack of training in doing the peer computer-mediated corrective feedback in term of organization and content in writing when they are asked to give feedback. They are more likely restricted in grammar, mechanics and style. Yu (2016) mentioned that seven issues on peer feedback is the effectiveness of feedback from either teacher or peers; the benefits given from the feedback giver; computer-mediated peer feedback; peer-feedback training; point of view of the learners, needs, preferences and motives; group dynamic and peer interaction; and contextual and cultural issues. All those issues have suggested that the quality of peer feedback is affected by either from the giver or the receiver of the feedback thus the giver of the feedback might get more advantages than the receiver of the feedback (Yu and Hu, 2017; Rouhi, Dibah and Mohebbi 2020). In the study Yamashita (2021) conducted a study titled "Corrective Feedback in Computer-Mediated Collaborative Writing and Revision Contributions," which explored the effects of corrective feedback in computer-mediated environments on collaborative writing and revision processes. The research examined the impact of various types of feedback on student engagement, revisions, and the overall quality of written work. By analyzing data from student interactions and written compositions, the study provided valuable insights into the effectiveness of computer-mediated corrective feedback in promoting collaborative writing and improving writing outcomes. However, she also explained that further research is still needed to delve deeper into the specific mechanisms and factors that influence the effectiveness of computer-mediated feedback, one of them is the feedback process itself. Another study from Atar, Jahangardi & Ahmadkhan (2022), which found the positive influence of computer-mediated corrective feedback on both writing skill achievement and students' attitudes towards writing, added that further research in investigating the interaction between computer-mediated corrective feedback and the instructional factor.

As a result of the previous studies that have been elaborated above, it can be concluded that students' choice in giving peer-computer mediated corrective feedback and ways they do it are varied depending on the factors. Moreover, the study investigate the students' performance on peer-computer mediated corrective feedback in EFL context, especially in Indonesia is also still limited. It can be seen from the small amount of interest in peer-computer mediated corrective feedback research and a little attention given by either the stakeholders or the teachers toward the practice of peer-computer mediated corrective feedback. Hence, the topic of how students perform peer computer-mediated corrective feedback is an area that more deserves further explanation since the the increasing integration of technology in educational settings has opened up new possibilities for students. Without research in this area, educators and instructional designers may lack guidance on how to effectively integrate technology-mediated peer feedback into educational settings. This can result in a suboptimal implementation of computer-mediated feedback tools, leading to limited benefits or even potential disadvantages for students. The lack of research can hinder our understanding of the challenges and opportunities presented by peer computer-mediated corrective feedback (Yamashita, 2021). Without insights into how students navigate online platforms, tools, and communication modes during the feedback process, educators may be unaware of potential barriers or limitations that students face (Atar, etc 2022) . This can prevent the development of strategies or interventions to overcome these challenges and improve the overall quality and effectiveness of computer-mediated peer feedback. Therefore, it is significant to investigate the performance of peer-computer mediated corrective feedback because their performance can increase the preparation the teacher to teach the writing class thus, hopefully, the obstacles can be overcome and improved as well.

Based on the background of the study above, the researcher formulates two research questions. Those are:

1. What types of peer computer-mediated corrective feedback performed by university students in essay writing?
2. How do the university students perform peer computer-mediated corrective feedback in essay writing?

### ***Peer computer-mediated corrective feedback***

Peer computer-mediated corrective feedback appears due to the advance of technology in this modern era as the word processing revision tool (Warschauer, 2010). Computers have integrated themselves into everyone's lives. No language instruction can disregard them in its curriculum by a long shot because their responsibilities in education, particularly in language learning and teaching, have significantly expanded. Corrective feedback provided by computers is a crucial tool for enhancing language learning. Numerous academics have emphasized the value of CMC (computer-mediated corrective feedback) in language learning. Foreign language education greatly benefits from computer-mediated training (Reaee & Ahmadzadeh, 2012). The following graph is process in peer-computer mediated corrective feedback (Paulus, 1999):

Table 2.1. Process of peer computer-mediated corrective feedback (Paulus, 1999)



Furthermore, when integrated into purposeful learning environments, collaborative-based writing tools—both synchronous and asynchronous—offer another layer of knowledge building. Writing becomes a significant mediation tool in these settings, along with extra assisting "thought tools" like outliners. These mental tools may create hypertexts as well as sequential essays, giving users more ways to create and communicate knowledge (Salomon, Kozminky & Asaf, 2003). This is in line with a claim from Loewen & Erlam (2006) that as the majority of interaction research has been conducted in language classrooms, the role of computers in facilitating learner engagement, such as through synchronous conversation in online chat rooms, is becoming more widely acknowledged. They noted that CMC's ability in fostering interaction is promising, indicating that it might actually provide more opportunities for interaction than face-to-face engagement in a language school. Additionally, peer-computer-mediated corrective feedback (CMCF) can be provided synchronously or asynchronously, depending on the type of computer-mediated communication (CMC) tool used. Synchronous feedback refers to feedback provided in real-time, while asynchronous feedback refers to feedback provided at a later time (Mehrpour, 2023).

Synchronous peer CMCF can be provided through face-to-face or CMC tools such as chat, video conferencing, and collaborative writing platforms that allow for real-time interactions of the learner with their peers. Synchronous peer CMCF allows for immediate feedback and can be beneficial for learners who require immediate clarification or have a time-sensitive task (Ho & Svignon, 2013). However, synchronous peer CMCF can be challenging to schedule, especially if peers are located in different time zones, and may not be feasible for large groups of learners (Drajati, etc, 2023). In contrast, Asynchronous peer CMCF can be provided through CMC tools such as email, discussion forums, and collaborative writing platforms that allow for non-real-time interactions between the peer and the learner. Asynchronous peer CMCF allows for more flexibility in terms of scheduling and can be more feasible for large groups of learners. However, asynchronous peer CMCF can be less effective than synchronous feedback in addressing immediate learner needs and may require more time and effort from the learner to process the feedback (Shang, 2022).

Moreover, the main goal of CMC is to assist learners to be in interactive language learning activities. More language was produced by the students who participated in CMC than by their peers in the classroom. As they interact with one another through CMC, learners improve their linguistic input and output while also giving one another feedback on their usage of lexis, grammar, and spelling (Abrams, 2003; AbuSeileek & Rabab'ah, 2013). Another research from, Mohsen (2022) revealed that the overall effect of CMC is larger among beginner and intermediate learners than advanced learners. This is in line with Mehrpour (2023) who claimed that low proficiency learners provide CMC feedback more accurately when it is conducted asynchronously.

In addition, the characteristics of Corrective-feedback- types that are commonly used in Microsoft Word 2010 are track changes, recast, and metalinguistic feedback that is explained in **Table 1**.

**Table 1.** Types of Corrective-Feedback Types in Microsoft Word 2010 focusing on form (Lyster and Ranta, 1997, Sauro, 2009 and AbuSeileek and Abualsha, 2014 ) and focusing on content (Grauman, 2021)

Dimension	Feedback type	Definition	Location in Text	Example
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Dimension	Feedback type	Definition	Location in Text	Example
Linguistics	Track Changes	A computer-mediated for providing corrective feedback which is used implicitly or explicitly.	Inline	Learners <b>improving improve</b> their linguistic input and receive feedback on their usage of lexis, grammar, and spelling (Alshaykh, 2013). Another research from, Mohsen (2022) revealed that...
	Recast	A computer-mediated used for providing feedback by reformulating without giving any metalinguistic information about it.	Marginal comment displayed inline	...such as chat, video conferencing, and synchronous communication. The interactions of the learner with their peers and can be beneficial for learners.  user can be beneficial
	Metalinguistic Feedback	A computer-mediated used for providing feedback by giving metalinguistic information about it or comment but not reformulating it.	Marginal comment displayed inline	...such as chat, video conferencing, and synchronous communication. The interactions of the learner with their peers and can be beneficial for learners.  user Subject verb agreement
Content	Judging comments	Assessments of how well the students are doing their work. It can be either positive or negative.	Marginal comment displayed inline	<p>Positive comments</p> <p>...gh synchronous conversation in. They noted that CMC's ability in online learning can really provide more opportunities for students to learn at their own pace.  user That's great</p> <p>Negative comments</p> <p>...: more opportunities. Additionally, peer-to-peer learning is not always synchronous or asynchronous.  user That's confusing</p>

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<b>Dimension</b>	<b>Feedback type</b>	<b>Definition</b>	<b>Location in Text</b>	<b>Example</b>
	Coaching comments	Offering suggestions to the students.	Marginal comment displayed inline	Suggestions

Dimension	Feedback type	Definition	Location in Text	Example
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Dimension	Feedback type	Definition	Location in Text	Example
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Explaining understanding:

## 2. Method

The chosen approach for this study is the basic interpretive study approach, which has been selected for its suitability in exploring how university students engage in peer-computer mediated corrective feedback. Basic interpretive approach is an approach aiming at how an event, activity and process are perceived by the participants (Ary, Jacobs, Sorensen, & Razavieh, 2010). In the context of this study, it allows for a descriptive examination of the students' experiences and outcomes resulting from their practice of peer-computer mediated corrective feedback.

Previous research has predominantly focused on investigating the effects of utilizing peer-computer mediated corrective feedback, often overlooking the aspect of whether students are proficient in carrying out the process or providing accurate feedback to their peers. As a result, this study aims to address this gap by uncovering how the students perform peer-computer mediated corrective feedback.

This research was conducted at one of the state universities in Surabaya, specifically within the English department. The study involves a group of 16 students, consisting of 14 females and 2 males. These students are enrolled in an Expository and Analytical Writing class, which is conducted in a hybrid format, combining in-person and online learning.

As part of their coursework, the students were assigned a task that involves peer-computer mediated corrective feedback. This process occurs after they have completed their outlines over the course of one week and subsequently worked on their first draft for an additional week. The objective of this study is to examine the specific type of peer-computer mediated corrective feedback employed by university students, as well as to gain insights into the methods and approaches they employ during this process.

Given the research aims and objectives, the chosen participants are highly suitable for this study. They are actively engaged in the task and possess first-hand experience with peer-computer mediated corrective feedback. By studying their feedback practices, the research aims to contribute to a deeper understanding of this particular aspect of the students' learning process and potentially offer insights that can enhance instructional methods in similar educational contexts.

The first research data was occupied from the students' essay after their peers have given feedback. Moreover, the second data was collected through a semi-structured interview that was conducted to the participants one-to-one in person so that the researcher could immediately clarify their answers individually. The interview lasted around ten minutes for each participant. Besides, it was also assisted with audio recording to aid the researcher in analyzing the data. All the data from the oral interview then transcribed into written documents for further analysis. The consent has been obtained from all of the students before the study.

After finishing their first draft, the lecturers instructed the learners to conduct peer-computer mediated corrective feedback. The researcher received the document analysis after the learners have conducted their peer feedback. Then, the researcher analyzed the types of peer-computer-mediated corrective feedback done by the students through coding process.

After receiving the data, the researcher conducted a convenience sampling using the essay of the students, which have been given feedback by their peers, to investigate the second research question. In total there are 7 university students interviewed one-to-one in order to get various data. At the beginning, they were shown the feedback they have given to their peers. First, the interview was conducted to two students in the zoom but they were asked one-to-one. After that, in three days, the other four students were interviewed offline and all their answer was recorded in the audio. The last student was interviewed through a WhatsApp call

The first data is essay or the first draft of the students' essay. After the researcher received the documents, the researcher categorized the data based on the type of peer-computer mediated corrective feedback used based on the type of peer computer-mediated corrective feedback in *Table 2*. Then, the researcher made a table and coded for each type of peer-computer mediated corrective feedback based on the type mentioned in .

To analyze the second data about how the students perform peer computer-mediated corrective feedback, the researcher used qualitative data analysis proposed by Ary et al., (2010). Before accomplishing the first stage, the data was already transcribed into a raw written document where the researcher simply wrote down every utterance in the audio. The stages are familiarizing and organizing, coding and reducing, and interpreting and representing.

## 3. Findings and Discussion

### *Type of peer-computer-mediated corrective feedback performed by university students*

In the beginning of opening the documents, the researcher found that the students only used marginal line feature instead of in line. The most type of peer-computer-mediated corrective feedback used by the students are coaching comment

**a. Coaching Comments**

Through feedback, students can know their writing quality and ability and fix mistakes to improve their writing skills. The feedback given by the teacher and peers is essential. The teacher can use it to know whether the students' writing quality and ability are already good or still poor. From feedback, students can learn their mistakes to know which part should be corrected, and the teacher can ask the students to fix their errors through revision until they can achieve the target.

education. Outsiders see opportunities in education and then offer assignment services provided by the school through online platforms such as Instagram, WhatsApp, or Twitter. Students only need to pay, and outsiders will do the assignment, so they just have to submit their assignment to the teacher. Some assignment services even offer their customers assi

questions and answer directly connected to a small file in the students' cars. These are certainly deliberate academic dishonesty.

Figure 1 Student 1

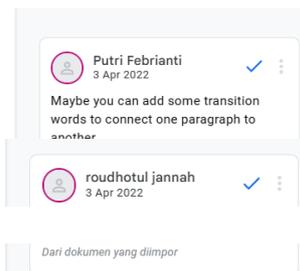


Figure 2 Student 3

not prevented. Therefore, teachers should give students assignment linier with what has been taught in class to prevent students from cheating.

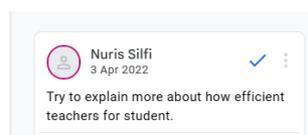


Figure 4.3 Student 6

whether the perpetrator will be punished or not. However, let's appreciate the victim's brave actions.

In conclusion, there are reasons for the failure of the anti-sexual unit in the University from internal and external aspects. Rather than making the function of the Anti-Sexual Harassment Unit at the University for all students, each of us should respect everyone like humanism itself because they have the right and deserve to be punished and get justice.



Figure 4 Student 8

The students do not give question on their peers' content instead they more likely give command verb to ask their peer to develop more on the content of their task. Even though they give suggestion to their peers, it still can be found that the feedback giver or the reviewer himself is still lack of grammar such as incomplete sentence such as what the Student 3 did. However, it's still understood by his peer proven by how his peer gave improvement to his task.

**b. Judging Comments**

Now there a lot of students who are got high score GPA, but the can not responsible with their score, what means here is when they already got high score in GPA after that it can may make them feel satisfied after that they are lazy to study. In the other hand when they feel satisfied of their GPA, for the next semester they will feel that everything are easy to do in another sense is belittling. But it just for a several students not all the students like that.

Despite GPA is not everything like i said before, but we as the students should keep our

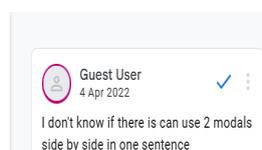


Figure 5 Student 2

normalizes plagiarism. Currently, there are many cases of plagiarism that occur. Intentionally or not, people often commit acts of plagiarism by taking other people's thoughts available on the internet, and not writing down the source of the quote.

So far, there has been a generation gap. What happens is an imbalance in the ability to use technology between learning providers and those who learn. This is due to the significant generational difference. Learning providers do not have sufficient technological intuition

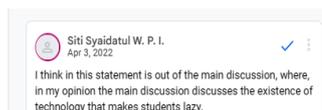


Figure 6 Student 15

The second most of type peer-computer-mediated corrective feedback conducted is judging comment. The students performed their peer feedback by judging their peers without any suggestion how to correct it. All the judging comment researcher found is negative comment. Tone of 5sarcasm of Student 2 in Figure 5 comment makes it categorized as negative comment. The students do not give any clarity on how to fix this but they judge it directly.

**c. Metalinguistic Feedback**

**Reasons Why The Anti sexual Harassment Unit at University Is Not Effective.**

Anti sexual harassment is a sign of rejection of the sexual harassment, either verbal or non-verbal. This movement is implemented by young individuals today in real life and online who are respectful of all women's and men's equity. For example, why the Anti sexual unit exists at the University. Caused by sexual harassment itself often happens in educational buildings. Although creating the Anti sexual harassment unit has been made in universities, it still can't be done effectively. But at this time, I realized why the Anti sexual harassment unit at University is ineffective nowadays because of the victim's inner issue, the sensitive case itself and the unsupportive environment. This essay will discuss the reasons failure of the Anti sexual harassment unit at the University.

Victim issues are one of the most influential aspects of the effectiveness of anti-sexual units within the University. This is shown by the fact that most victims of sexual harassment will be afraid to report their misfortune and choose not to open up. However, one thing that affects the most is the threat from the perpetrator who harms the victim. For example, giving guilt over the victim's trauma and playing with their emotions. In social life, there are many misbehaving opinions about the victims of sexual harassment. The closed personality of victims is due to fear of society's expectations of them. In addition to destroying the good image of the victims, it also lowers self-esteem. Therefore, all of their inner feelings after the accident is their weakness. Also, affect the effectiveness of the Anti sexual harassment unit at

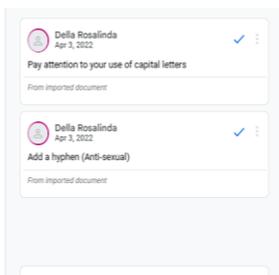


Figure 7 Student 8

practices. However, social relationships or student-faculty interactions, practices and experiences benefit students with a positive impact on motivation and academic achievement. Students who have a high GPA do not necessarily master every course. Most students will tend to pursue high grades in a variety of ways. It does not rule out the possibility with technological advances and creativity they are cheating. Where today everything is available on the internet quickly and accurately, and the rise of service providers to perform related tasks they just need to pay and then get a good grade. They sometimes only care about the achievement of scores, without really understanding the material, so that in their implementation they are very lacking. In fact, in the world of lectures what they learn is something that they should and will practice in life afterwards or in the world of work. It is a pity if students who have a high GPA but are not able to implement in real life. though practice is one of the important and very useful achievement. Each lecturer sometimes has their own way and perspective of determining the assessment of its students. Some of the lecturers see from how active students attend and follow their classes, or how students are exposed in the classroom, even students who often communicate

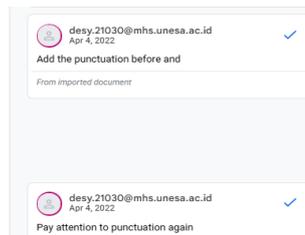


Figure 8 Student 9

These feedback are categorized as a metalinguistic feedback. The students do not reformulate the mistake. These feedbacks are located in Marginal comment displayed inline.

statement, many think that GPA can guarantee a person's success in the future. In fact GPA is not one of the supporting factors to determine student success, but there are many other factors that also affect student success, namely the experience we get from outside the world of lectures. (incomplete sentence)

A good GPA cannot be implemented in students real life. Is this statement true? Yes, that is true. If you think that a good GPA guarantees everything, you are wrong. Why is that, because we know that there are many types of intelligence and the measure of its value is only a few people. GPA does not measure a person's emotional intelligence, does not measure their leadership ability, does not measure how smart they are in solving a problem by thinking critically and so on. All of those things are very important in real-world life for the success of someone with different intelligences and almost nothing is measured by value. A good GPA is mostly only able to measure a person's ability to answer questions and discard inappropriate information, GPA just assesses academics skills and GPA does not represent students soft skills.

In addition, how can we be sure that students who get a good GPA are said to be superior? Is it just by looking at the final result of the value? Of course not. Could it be that GPA is good but not purely the result of the students themselves? Yes, of course, because there are several aspects that can make their GPA score good, for example students can search for exam answers from the internet or cheat from the internet and students can get exam answers from their friends. This is an action that often happens among students just to get good grades to get praise from people.

With such actions, it can be said that a good GPA does not guarantee that students understand the material given by the lecturer. Since scores do not accurately represent students'

Figure 9 Student 10

Adc found w clo mistake to her peer.

guistic feedback by highlighting the mistake. This was econd research question. She explained that since she is ighlighting it only and explained the highlighted

d. Recast

Eventually, the rest of students also used Recast in their peer-computer-mediated feedback. The following example is comment:

score.As we know GPA is important to determining whether we pass or not, and also if we can get a good GPA, it may possible to us for graduate quickly before the time.And how to keep our score to still balance is we should know our weakness and do improve everyday,beside that we should can manage our time between the activity in the class oand also outside the class,the last but not least don't forget to keep praying and also study hard.

Peer comment by: Mochamad Rizky Andreansyah

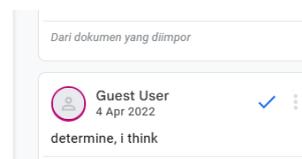


Figure 10 Student 2

In figure 10, the student rewrites the correct way to write without explaining further why the sentences need to be changed. This type of peer-computer-mediated corrective feedback is rarely found in this research. In line with Recast comment type, track changes and reacting comments are not found in this class.

This study focuses on type of peer-computer-mediated corrective feedback performed by university students, which revealed that coaching comment, judging comment, metalinguistic and recast are the most common feedback in computer mediated corrective feedback that is in line with Grauman (2021). Haswell (2006); Lizzio & Wilson (2008) and Grauman (2021) stated that the most preferred peer-feedback in writing is coaching comments as it makes immediate changes to the essay. The coaching comments sometimes in form of questions. In this study, several coaching comments are written in form of questions. The students developed a communication through their feedback and tried to be more acceptable for their peers but they do not provide the reason of the mistake.

The common type feedback given also helps us to know what type of error usually appear in the students. In case of judging comment, usually the students have error in ambiguity of the sentence structure or the content itself. In the study of Bandura (1986) and Nguyen and Nguyen (2021) they generalized that the second-year English students in their research context are often made mistakes of run-on sentences, sentences fragment and run-on sentences. This is also showed by how metalinguistic feedback in the third of common type feedback. Similar to Vytakina (2011) and AbuSeileek and Abualsha'r, (2014), they mentioned that Metalinguistic is one of the most common type of computer-mediated corrective feedback. AbuSeileek and Abualsha'r (2014) revealed that metalinguistic type is in the third effective feedback type in increasing the students' writing skill after track changes and recast. They have conducted an experimental study, in which there were three treatment group who had the same treatment opportunities and conditions for commenting and participation, except the different computer-mediated corrective-feedback type (track-changes, recast and metalinguistic) and the result discovered that the feedback type might be contributed in effect of increasing the students' writing skill through peer-computer-mediated corrective feedback. More than that, they also stated recast is most common corrective feedback type given from the students or the teachers compared to track changes and metalinguistic. However, in this study, recast corrective-feedback type is found less than metalinguistic in fact Recast corrective-feedback type is a way more helpful than metalinguistic corrective-feedback type except in spelling (AbuSeileek and Abualsha'r, 2014).

Apart from all the type of peer-computer-corrective feedback above (coaching comment, judging comment, metalinguistic and recast), this study does not discover another type of peer-computer-mediated corrective feedback (track changes, reacting comment) as mentioned in chapter 2 (see in *Table 1*). The reason for not discovering this type of feedback might be due to several reasons. First, the students were not given the type of feedback they can give by the lecturer. This is supported by the study from Han and Xu (2019), who revealed that their participants give good judgment on the quality of their peers' writing according to teacher instructions. The study of Han and Xu also found that the feedback literacy development needed to improve by the teacher feedback after the process of peer computer-mediated corrective feedback. The important role of teacher in student feedback literacy is also supported by Carless and Boud (2018). Second, the reason for not giving any reaction type feedback might be due to the students are expected to fix the error instead of appreciation for what they have not known and what they have known. Appreciating feedback is part of features of student feedback literacy (Carless & Boud, 2018). Throgh appreciation, it can develop better quality work and narrow the different perception between the students or between the student and the teacher.

### ***The way the university students perform Peer computer-mediated corrective feedback***

#### **The Steps Taken**

##### *S1. Excerpt 1*

*Because I don't have a strong understanding of grammar, I focus on the punctuation, sentence structure, and finally, I check the grammar.*

##### *S3. Excerpt 2*

*Firstly, I reviewed the overall structure of the text, whether it is appropriate or not. Then, I examined the content of each paragraph, for example, if there is a paragraph that requires providing evidence and others that do not. Finally, I focused on grammar because I am not confident in my grammar skills.*

In excerpt 1, the student's approach to performing peer computer-mediated corrective feedback involves several steps. Firstly, due to their limited understanding of grammar, they prioritize focusing on the punctuation marks in the

text. This can help them identify the boundaries and structure of the sentences. Secondly, she pays attention to the overall structure of the sentences, ensuring that they are coherent and grammatically correct. Finally, as the last step, she specifically checks the grammar of the text, making sure that the rules of grammar are followed appropriately.

In excerpt 2, the student explains that her first step is to review the overall structure of the text to determine its appropriateness. This involves evaluating how the text is organized and arranged, ensuring it effectively communicates the intended message. By assessing the structure, the interviewer aims to gauge the coherence and logical flow of the text.

The second step mentioned is the examination of the content of each paragraph. The interviewer specifically mentions looking for paragraphs that require providing evidence, as well as those that do not. This indicates a focus on assessing the relevance and support within each paragraph. By evaluating the content, the student aims to determine if the text is well-supported, coherent, and consistent. This step allows for a comprehensive understanding of the text's substance and how effectively it conveys its message.

In the final step, the student expresses a specific focus on grammar due to a lack of confidence in their grammar skills. This suggests that she prioritizes ensuring the grammatical accuracy of the text. By scrutinizing the grammar, the student aims to identify and rectify any errors or inconsistencies that may impact the clarity and precision of the text.

#### *S10. Excerpt 3*

*I read the entire essay, then checked each paragraph to see if it is in accordance with the instructions from the lecturer.*

#### *S10. Excerpt 4*

*I checked the grammar because it is easier to check. As for the content, I don't understand the topic very well, so I only focused on sentence structure and paragraph organization.*

The provided interview data consists of two excerpts from the interview with Student 10. In Excerpt 3, Student 10 explains their approach to reviewing an essay. She mentions that she read the entire essay to gain a comprehensive understanding. Following that, she focuses on checking each paragraph individually to ensure that it aligns with the instructions provided by the lecturer. This demonstrates her attention to detail and her commitment to adhering to the given guidelines. By assessing each paragraph in relation to the instructions, Student 10 aims to ensure the essay meets the required criteria and maintains coherence throughout.

Moving on to Excerpt 4, Student 10 discusses their specific focus on grammar during the essay evaluation process. She expresses that grammar is easier to check compared to other aspects. Additionally, she reveals that she does not possess a strong understanding of the topic, leading her to primarily concentrate on sentence structure and paragraph organization.

#### *S13. Excerpt 5*

*Beforehand, in my opinion, peer feedback is highly subjective, so I started by reading my friend's essay and identifying the possible main ideas for each paragraph, and finally providing comments on how to improve it.*

#### *S13. Excerpt 6*

*Overall, I mostly provide feedback on the content and sentence structure.*

The interview data consists of two excerpts from the interview with Student 13. In Excerpt 5, Student 13 expresses her perspective on peer feedback. She believes that peer feedback is subjective, meaning it can vary from person to person. To navigate this subjectivity, Student 13 adopts a specific approach. She begins by reading their friend's essay and analyzing it paragraph by paragraph. Her objective is to identify the possible main ideas within each paragraph. By doing so, Student 13 aims to gain a clear understanding of the essay's structure and content. Finally, she provides comments on how the essay can be improved, indicating her active engagement in providing constructive feedback.

Moving on to Excerpt 6, Student 13 explains their overall focus when giving feedback. She highlighted that her primary emphasis lies on the content and sentence structure. This suggests that Student 13 pays particular attention to the substance and clarity of the ideas presented in the essay. Additionally, they prioritize assessing the coherence and effectiveness of the sentence structure. By concentrating on these aspects, Student 13 aims to provide feedback that enhances the essay's overall quality and coherence.

## **The Aspects Checked**

#### *S1. Excerpt 7*

*Since I don't really know grammar, I focused on the punctuation, the sentence structure, lastly, I check the grammar.*

In excerpt 7, it is revealed that the student believed that she has low understanding in grammar thus he decided to focus on what he believed he could do in checking his peer's essay. He mentioned the aspect he believed he could give feedback in arrange: punctuation, sentence structure and grammar aspect. In this excerpt 7 shows that the student does not know that sentence structure is included in grammar aspect. Even though the student stated that he did not know grammar but focusing in the sentence structure is actually included in grammar aspect.

*S3. Excerpt 8*

*I would look at the entire structure of the text first, whether it is appropriate or not. Then, I would see from the content of each paragraph, for example, there is 1 paragraph that requires providing evidence and some do not. Lastly, it's just grammar because I'm not sure about my grammar skills.*

Another case, in Excerpt 8, the student took the first step by checking the structure of the text of his peer's essay. He explained that each paragraph of the essay had different points to include, meaning that he checked the content of the essay. Last aspect he gave feedback is grammar aspect. He does not believe in his own grammar skill, making he gave feedback on grammar aspect in the end.

*S10. Excerpt 9*

*I read the entire essay, then checked each paragraph to see if it was in accordance with the direction of the lecturer.*

*S10. Excerpt 10*

*Grammar, because it is easier to check. For the content, I didn't really understand the topic so I just focused on the sentence and paragraph structure.*

Even though Student 3 in excerpt 8 and Student 10 in excerpt 9 and 10 give the same attention in the process of peer computer-mediated corrective feedback, they have different order in giving feedback. In excerpt 3 and 4, it is known that the student only takes attention of the essay's structure and grammar aspect such as sentence structure. The topic discussed makes him confused so he focused on what he believed he can give feedback.

## **b. The Software and Features Used**

*S1. Excerpt 11*

*I only used Microsoft Word*

*S1. Excerpt 12*

*Oh, for that, I still used Grammarly and also Google Translate to make sure that my understanding and meaning are correct.*

*S1. Excerpt 13*

*Nothing, I used the comment feature of everything. I followed the way my lecturer does when giving feedback.*

*S12. Excerpt 14*

*I used Google Translate, Grammarly, and Microsoft Word*

*S12. Excerpt 15*

*Comments feature only (Microsoft Word)*

*S12. Excerpt 16*

*For that, because sometimes I don't really understand what my friends mean so I use Google Translate to translate, but not all.*

*S12. Excerpt 17*

*Just checking grammar, but not that often either, for essay exemplification my friend has, I used Grammarly too but it did not have many mistakes on grammar*

The research data includes excerpts from two different sources, S1 (Student 1) and S12 (Student 12), regarding the tools and resources used by participants during the feedback process.

From S1, Excerpt 11 reveals that the participant solely used Microsoft Word for providing feedback. This suggests that the participant relied exclusively on the comment feature within Microsoft Word to offer their feedback.

In contrast, Excerpt 12 from the same source indicates that the participant used additional tools like Grammarly and Google Translate to ensure the accuracy of their understanding and meaning while providing feedback. This suggests that the participant sought the assistance of these tools to enhance the quality and clarity of their feedback.

Moving on to S12, Excerpt 13 mentions the use of Google Translate, Grammarly, and Microsoft Word during the feedback process. This suggests that the participant utilized a combination of these tools to support their feedback, potentially for checking grammar, language accuracy, and overall writing quality.

Excerpt 15 from S12 indicates that the participant solely relied on the comments feature within Microsoft Word for providing feedback. This suggests a more focused approach using the native commenting functionality of the application.

In Excerpt 16, the participant mentions using Google Translate occasionally to translate their friends' work, indicating a limited usage of this tool for better understanding and interpretation of the content.

Lastly, Excerpt 17 from S12 highlights the participant's use of Grammarly primarily for checking grammar, albeit not frequently. This implies that the participant relied on Grammarly to a lesser extent, especially when their friend's essay exemplification had fewer grammar mistakes.

In a short, the research data presents a range of approaches to peer feedback, including the use of Microsoft Word's comment feature, external tools like Grammarly and Google Translate, and a combination of these resources. The data suggests that participants employed various tools to enhance the accuracy, clarity, and grammar of their feedback, aligning with their individual preferences and needs during the feedback process.

#### *S7. Excerpt 18*

*Microsoft Word only, using the comment only feature in Microsoft Word.*

#### *S7. Excerpt 19*

*No, the feedback is purely from my knowledge. Yes, my lecturer directed only using the comment feature in Microsoft Word.*

In Excerpt 18, the student states that the feedback was given exclusively using the comment-only feature in Microsoft Word. This suggests that the feedback provided on the document was limited to using the comment function available within Microsoft Word. It implies that the reviewer or instructor utilized this specific feature to offer their comments and suggestions on the document, potentially highlighting areas for improvement, pointing out errors, or providing general feedback.

Same like excerpt 18, in excerpt 19, the student clarified that the feedback given was solely based on the knowledge and expertise of the person providing it. It also mentions that the lecturer or instructor instructed the use of only the comment feature in Microsoft Word for providing feedback. This suggests that the feedback given on the document was not derived from external sources or specific guidelines but rather based on the individual's own knowledge and understanding. The instruction to use only the comment feature in Microsoft Word implies that the feedback process was focused on utilizing the built-in commenting functionality within the software.

#### *S10. Excerpt 20*

*I only used Microsoft Word because my lecturer does not recommend us to use other applications so the feedback is purely from myself.*

#### *S10. Excerpt 21*

*I only used comment features and highlights*

In excerpt 20 and 21, student 10 (S10) is a unique case in this study. In excerpt 20, it is stated that Microsoft Word was the sole application used for providing feedback. This indicates that the lecturer specifically recommended or required the use of Microsoft Word for the feedback process, while discouraging the use of other applications or tools. The feedback mentioned in this excerpt is identified as coming solely from the author or researcher, indicating that the feedback provided on the document was based on their own evaluation and analysis.

In excerpt 21, it is mentioned that only the comment features and highlights were utilized for providing feedback. This suggests that the feedback process primarily involved using the commenting and highlighting functionalities available within Microsoft Word. The comment features allow for the insertion of text-based comments or notes within the document, while highlights are used to mark specific sections or areas of importance or concern. This

indicates that the feedback provided was likely focused on specific aspects or elements of the document that were marked or commented on using these features.

### c. When Feedback Given

The research data indicates that a majority of students conduct peer computer-mediated corrective feedback asynchronously rather than synchronously.

#### *S1. Excerpt 22*

*Hmm, I gave my own feedback then I told my friend if the feedback I give is not clear to contact me on WhatsApp.*

#### *S7. Excerpt 23*

*Asynchronous because there are no specific directions regarding it. So, asynchronous is easier*

#### *S13. Excerpt 24*

*Asynchronous, so we only checked our friend's essay then sent it again to Google Drive that has been provided by the lecturer*

In Excerpt 22, the student mentions giving their own feedback first and then informing their friend to contact them on WhatsApp if the feedback is not clear. This suggests that the student engages in a process of self-feedback before providing feedback to their peer. It also indicates that the feedback exchange occurs through a synchronous mode using WhatsApp, allowing for immediate clarification and further discussion.

In Excerpt 23, the student describes the feedback process as asynchronous. The student attributes this choice to the absence of specific directions regarding the timing of the feedback. The student also mentions that asynchronous feedback is easier, implying that they prefer providing feedback at their own pace without requiring immediate interaction or real-time communication with their peers.

In Excerpt 24, the student states that the feedback process is asynchronous. The students check their friends' essays and then send them back via Google Drive, which has been provided by the lecturer. This highlights the use of a shared online platform for exchanging feedback, allowing students to provide feedback at their convenience without the need for direct interaction.

The analysis of the interview those excerpts suggest that students engage in both synchronous and asynchronous modes of peer computer-mediated corrective feedback. Some students opt for synchronous communication platforms like WhatsApp for immediate clarification, while others prefer asynchronous methods using online platforms like Google Drive. The choice of timing and mode may vary depending on personal preferences, availability, and the absence of specific instructions regarding the feedback process.

#### *S10. Excerpt 25*

*It was feedback from me too, at that time the sentence did not have a good sentence structure so I was highlight and coincidentally at that time the friend I gave feedback to was near me, so I just highlight them.*

Different from the rest of the students, in excerpt 25, it shows that the student stands out from the rest of the students' data due to a unique aspect in the feedback process. In this excerpt, it is mentioned that the feedback provided was from the author themselves. The author recognized that the sentence structure was not well-formed and proceeded to highlight the problematic parts. Interestingly, at the same time, the author's friend happened to be nearby, and they took the opportunity to highlight the issues in the friend's work as well.

This excerpt showcases a different approach to the feedback process compared to the other students' data. While the rest of the students' data likely involved feedback from instructors or peers, this particular instance highlights the author's active role in recognizing and addressing sentence structure issues in their own work as well as extending that assistance to their friend. It demonstrates a self-directed feedback process where the author took the initiative to identify and mark areas for improvement. This unique perspective within the research data adds an individualized element to the overall feedback process, emphasizing the author's agency and involvement in the improvement of their own writing and extending support to others.

The result of this study revealed that the students perform peer-computer-mediated corrective feedback in different ways. Most of students conduct peer computer-mediated corrective feedback started from what they believe they are able to do and it is followed by another skill they believe as the least writing skill they have. This is in line with Elola and Oskoz (2010) that the majority of the discussions in giving feedback revolved around content matters. Only a small portion, about 10%, was focused on language usage, including grammar, vocabulary, and editing. Most of the students gave feedback on content and the structure of the text as they believe that their grammar skill is not capable to use to give feedback to their peers. The result of this study is in line with Mardiansyah (2018) that the students need to believe in

their own skill thus they may use the skill all out. The students may feel more authoritative and secure in their ability to identify and correct grammatical errors, which can positively impact their feedback delivery. Another reason the students to give a certain point of feedback is beyond this study however, the study from Han and Xu (2020) revealed that the students fulfilled the feedback for their peers is only did what their instructor requested to check. This also led to a vague and generic comment on their peers. Through the interview, that study also found that the students do not know what the right giving feedback is otherwise they would provide feedback randomly. The study from Han and Xu also supported this finding of this research that the belief of incapability of language ability can be burden for the students who provided feedback for their peers leading to less different aspect they noticed in giving feedback.

Moreover, the students' belief in their English skill affect what they do in conducting peer computer-mediated corrective feedback. It lead the students used some softwares such as Grammarly and Google translate to assist them to provide feedback to their peers, meaning that some aspects of feedback given is not purely human-based. This is called Automated-computer corrective feedback which relies on automated systems to detect and correct error. In the study of Tan, Cho & Shu (2022) about exploring the combination of peer computer-mediated corrective feedback and automated computer corrective feedback, it is known that the majority of less skilled students prefer to use of Automated computer mediated corrective feedback than Peer computer-mediated corrective feedback. Not only that, in the interview it is known that the students have more positive feeling on the combination of automated mediated corrective feedback and peer computer mediated corrective feedback, since they think that their peers' feedback only is sometimes lack of concrete explanations and suggestions. However, the study automated-computer mediated corrective is beyond this study thus this finding suggests that the learners' English skill on giving feedback is strongly related. The study from Li, Link and Hegelheimer (2015) revealed that the students who have limited experience with English academic writing and have limited English proficiency have more positive reaction on the use of Automated-computer mediated corrective feedback since it gives the students more guidance on the basic pattern of English essay and grammatical error. In addition, most of the students conducted peer computer mediated corrective feedback asynchronously since their lecturer does not give any clarity whether the process of providing feedback needs to be asynchronously or synchronously. This is in line with Tan, etc (2022) that revealed that the students prefer to have asynchronous computer mediated corrective mode since it is convenient to exchange drafts with comment. However, it also came with some drawbacks (Shang, 2019) such as limited English proficiency and less correction. Moreover, one of the students in this study found did peer computer-mediated corrective feedback synchronously. A case study from Shintani (2016) on the effects of synchronous computer-mediated and asynchronous computer-mediated feedback found that students who conducted peer computer-mediated corrective feedback is more interactive since the learners were able to revise the error immediately. The immediate feedback is more appreciated since it helped the learner to address the uncertainty the learners felt on their essay writing. Oppositely, in the asynchronous computer-mediated feedback, the learners were doing self-correction after receiving their peers' feedback but these corrections were unsuccessful. However, in the end both of synchronous and asynchronous peer computer-mediated corrective feedback supported metalinguistic understanding of target feature of the writing. The finding from Shintani (20156) supported the effect of synchronous and asynchronous peer computer-mediated corrective study but it is outreach of this study.

#### 4. Conclusion

The present study was conducted to investigate the students' performance in peer computer-mediated corrective feedback in English Department on exemplification writing. First, in relation to how the students perform peer computer-mediated corrective feedback, the researcher focuses on the type of peer computer-mediated corrective feedback used by students and how the students conduct peer computer-mediated corrective feedback. It was found that most to least type of peer computer-mediated corrective feedback conducted is coaching comment, judging comment, metalinguistic comment and recast. Meanwhile, for the rest of the common type of peer computer-mediated corrective feedback such as Track Changes and Reacting Comment are not used by the students. Moreover, from the interview conducted, it is known that the students practice the way to provide feedback from their lecturer only. The students admitted that their knowledge of how to give feedback to their peer is limited. It is found that the role of the lecturer to explain more on how to conduct peer computer-mediated corrective feedback is important.

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