

EXPLORING INDONESIAN UNDERGRADUATE EFL STUDENTS' EXPERIENCES OF ONLINE AND OFFLINE PEER FEEDBACK IN ARGUMENTATIVE WRITING

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ABSTRACT

Writing is considered one of the most challenging skills to learn 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, such as peer feedback. This study aimed to explore the undergraduate students' performance and quality of providing and receiving peer feedback. Then, it described their perceptions towards the offline and online peer feedback used while writing argumentative essays. This study used a qualitative interpretive study as the research design. To obtain the data, document analysis, and semi-structured interview were done by using students' argumentative essay drafts, and interview question guidelines as the instruments. The participants of this study were 32 undergraduate students from two classes at one of the state universities in Surabaya. The results of this study showed that many changes in students' final argumentative essay drafts who used online peer feedback. Furthermore, based on the undergraduate students' perception, peer feedback was beneficial, important, and effective to be used in writing argumentative essays. However, there were also some challenges faced by the students during the process. Luckily, they have their solutions to deal with those problems. In short, it can be concluded that peer feedback can be a good strategy that helps the students in writing.

Keywords: Argumentative Essay Writing, Online Peer Feedback, Peer Feedback, Students' Experience

INTRODUCTION

Writing is widely acknowledged as a complex skill in English language learning since it requires learners to brainstorm ideas, generate and organize them logically, and express those ideas accurately in written form. Previous studies have shown that students often struggle during the writing process due to difficulties in developing ideas, organizing arguments, and integrating evidence, that may lead to low motivation and unsatisfactory writing outcomes (Oh & Lee, 2021; Wihastyanang et al., 2020; Zhang et al., 2022). Consequently, effective instructional strategies are required to support students throughout the writing process.

One strategy that has received considerable attention in writing is peer feedback (Wijaya, 2022). Peer feedback involves students collaboratively reviewing and commenting on each other's work to support revision and improvement (Barnwell, O'Malley, & Chamot, 1991; Kurniawati, 2022). Research consistently indicates that peer feedback can improve students' writing quality, particularly in terms of idea development, organization, and language awareness (Ahmed, 2021; Noroozi et al., 2020; Wijaya, 2022). Furthermore, peer feedback encourages learner autonomy and engagement, as students actively participate in evaluating peers' work and reflecting on their own writing (Waluyo & Panmei, 2024).

However, empirical findings also suggest that the effectiveness of peer feedback is not guaranteed. Several studies report that students tend to focus more on surface-level aspects such as grammar, spelling, and punctuation rather than higher-order concerns like content, coherence, and argumentation (Ahmed, 2021; Kurniawati, 2025). These results contradict teachers' expectations, who typically prioritize clarity of thesis, logical organization, content, and use of evidence (Kurniawati, 2025). Furthermore, students often experience anxiety, lack confidence in their evaluative skills, or feel uncertain about providing critical comments, which can reduce the quality of feedback given (Noroozi et al., 2020; Pitt et al., 2020). These findings suggest that peer feedback outcomes are highly dependent on students' feedback performance and the aspects of writing they pay attention to.

In higher education, argumentative essays represent one of the most challenging and trickiest academic writing genres. Argumentative writing requires students to clearly state a position, provide the arguments or ideas, explain the ideas by adding the reasons and examples, and give strong evidence from reputable sources so that the arguments can make sense with the readers' thought or meet the logical flow of the readers (Kaya & Yaprak, 2020; Latifi et al., 2021). Previous studies have identified recurring problems in students' argumentative essays, including unclear thesis statements, weak development of controlling ideas, irrelevant or unproper evidence, and limited consideration of counterarguments (Haro et al., 2022; Sundari & Febriyanti, 2021). Similar difficulties have also been reported in the Indonesian context, where undergraduate students often struggle to organize arguments across paragraphs and align evidence with their claims (Mulyati & Hadianto, 2023).

Given these challenges, peer feedback has been increasingly examined as a strategy to support argumentative writing development. Latifi et al (2021) found that peer feedback, particularly when combined with feedforward, significantly improved the quality of students' argumentative essays by guiding them to analyze arguments and evidence more critically. Similarly, studies in pre- service teacher education contexts suggest that peer feedback enhances students' analytical and evaluative skills, which are essential for constructing sound arguments (Legette & Royo, 2021). Nevertheless, other research indicates that students still face difficulties in providing meaningful feedback while implementing peer review in academic writing, especially when they lack adequate knowledge or experience in that field (Ahmed, 2021).

Recent studies have also compared different modes of peer feedback, particularly online and offline feedback. Mulyati & Hadianto (2023) investigated the effect of the written, managed, and unwritten online feedback on the students' skills in writing argumentative

essay, quality of feedback given, and students' level of a specialized knowledge of a topic. This study showed that the three kinds of online feedback brings out many positive effects on the students' skills in writing argumentative essay, quality of feedback given, and students' level of a specialized knowledge of a topic. Besides, students who were in the written condition performed better than all other students in all three conditions. It happens because students who receive written feedback are more structured in how they express themselves, have more time to analyze the feedback, are better to comprehend issues in depth so that all of them raise the students' degree of domain knowledge. In contrast, other studies emphasize the advantages of offline or face-to-face peer feedback, such students feel more comfortable and freer to ask their contents of writing to their peers and can get direct feedback or social support without wasting many times, which can enhance students' motivation and engagement in writing (Hentasmaka & Cahyono, 2021). These mixed findings suggest that there is no clear consensus regarding which type of peer feedback is most effective.

Despite the growing body of research on peer feedback in writing, several gaps remain. First, most previous studies have focused on the effects of peer feedback on writing outcomes or on cognitive and metacognitive processes, while limited attention has been given to students' actual feedback quality and performance during peer feedback activities. Second, research examining peer feedback in argumentative essay writing within the Indonesian undergraduate context is still scarce. Third, existing findings regarding the effectiveness of online versus offline peer feedback remain inconclusive, indicating a need for further investigation in specific educational settings. Therefore, this study aims to investigate Indonesian undergraduate students' feedback quality and performance in providing and receiving peer feedback in argumentative essay writing. Specifically, this study examines the aspects of argumentative essays that students focus on when providing peer feedback and explores students' perceptions of using different types of peer feedback in writing argumentative essays. The findings of this study are expected to contribute empirical evidence on how peer feedback functions in Indonesian higher education and to provide pedagogical insights for improving the teaching of argumentative writing.

METHODS

This study used qualitative research with a basic interpretive study as the research design of the study. According to Ary, Jacobs, Sorenson, and Walker (2014) a basic interpretive study aims to comprehend events or phenomena, processes, and activities that are experienced by the participants. This research design is used to explore students' feedback quality, performance, and experiences in providing and receiving peer feedback during argumentative essay writing. The researcher conducted this study in one of the state universities in Surabaya. More specifically, the researcher held this study in an argumentative writing class in the English department.

The participants of this study were 32 undergraduate students who have been taking argumentative writing class in the third semester and they have already implemented online and offline peer feedback in the class. A purposive sampling strategy was used to select participants for in-depth qualitative analysis. From the total population, eight students were

purposively selected based on two criteria: (1) the peer feedback mode used (online or offline), and (2) the students' writing ability level. Four students who used online peer feedback and four students who used offline (conventional) peer feedback were selected, forming two pairs for each feedback mode. Additionally, to get the variations in writing ability, the researcher selected four students whose argumentative essays were assessed best and four students whose essays needed many improvements. To determine the students who have good and bad in writing argumentative essay, the researcher asked the students' score to the lecturer. Therefore, there was no researcher intervention on giving the students' score because it was purely from the teacher assessment using her assessment rubric.

The instruments used in this study were document analysis and semi-structured interview. The document analysis was used to examine students' argumentative essays draft before and after revision to identify changes influenced by peer feedback. Semi-structured interviews were conducted to explore students' experiences, perceptions, and challenges related to giving and receiving peer feedback both online and offline. To analyze the data, the researcher analyzed them qualitatively following the steps formulated by Miles, Huberman, and Saldana (2014) & Ary et al (2014). The analysis began with data condensation, where relevant excerpts from documents and interview transcripts were selected, coded, and reduced. After that, those data were then organized and presented through data display in the form of descriptive. Lastly, the conclusions were drawn and the data was verified. In this part, the researcher proofread, checked, confirmed, validated, and ensured the data so that the data were absolutely certain to be true based on the real situations that happened. Moreover, the researcher tried to explain the phenomenon found descriptively and related to the previous studies and theoretical frameworks before the researcher concluded the whole study.

Triangulation was conducted to increase the trustworthiness of this study. This was achieved by comparing data from document analysis and interviews. All participants confirmed their interview interpretations to ensure accuracy of meaning. Furthermore, careful ethical considerations were exercised throughout the study. Prior to data collection, participants were informed of the study's purpose and their voluntary participation. And, all data collected was guaranteed confidentiality and anonymity.

RESULTS

The first findings relate to the investigation results of argumentative essay aspects that the students focused on peer feedback. Since there were several criteria of peer feedback, the Online Peer Feedback e results of the study were categorized into four parts. Those are:

The Format or Mechanics of the Essay

The Format or Mechanics of the Essay was the first criteria that the students reviewed. Online Peer Feedback It Online Peer Feedback contains of feedback relate to the use of capitalization, bold, margins, font type, font size, line spacing, punctuation, and word count.

Capitalization

The results of the study found that a student who used offline peer feedback had errors in capitalization. It can be seen from the way the student wrote the title by capitalizing each word and uppercase. Meanwhile, there was a condition in which the students need to avoid the use Online Peer Feedback of capitalization. For example, if there were function words such as prepositions (on, in, at, with, to, etc.), conjunctions (and, but, or), the articles (a, an, the) and the verb “be” (be, am, is, are).

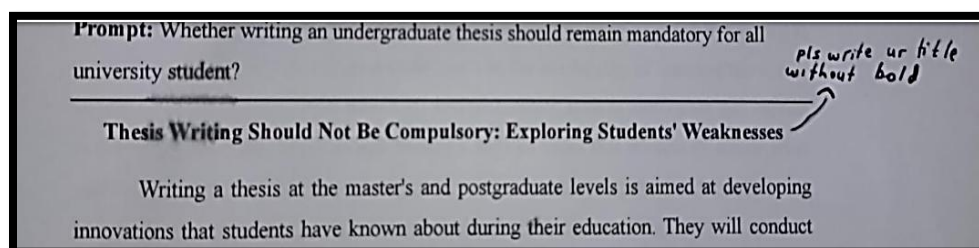


Figure 1. Capitalization error in student draft (P3) before revision (offline peer feedback)

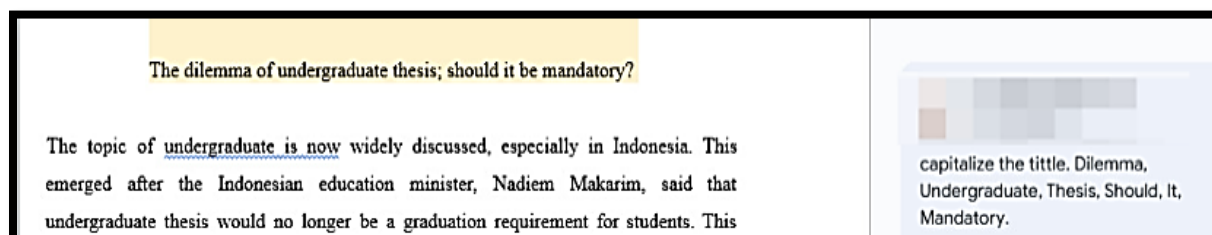


Figure 2. Capitalization error in student draft (P6) before revision (online peer feedback)

After the students received feedback from their peers, they revised their essay based on the feed Online Peer Feedback back given. However, there was found that the student in offline peer feedback did not revise the title since the peer did not provide feedback about the use of capitalization in title writing. As a result, this student title in final revised draft was still same. On the other hand, it was found that one student (P6) from online peer feedback had changed the title totally different from the title in draft before revision. The student changed the title “The dilemma of undergraduate thesis; should it be mandatory?” See Figure 2 into “Undergraduate Thesis: Why Is It No Longer Mandatory?” See Figure 3.

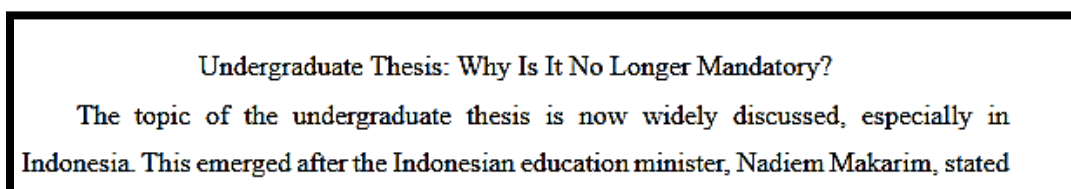


Figure 3. Student's draft (P6) that used online peer feedback after revision

Bold

The next was the students mostly deals with the use of bold. The results showed that four student Online Peer Feedback s who used offline peer feedback and three students who used online peer feedback had errors in writing titles using bold. However, there was only one student (P6) who had written the correct title without using bold although this student got an error in capitalization. See figure 4.

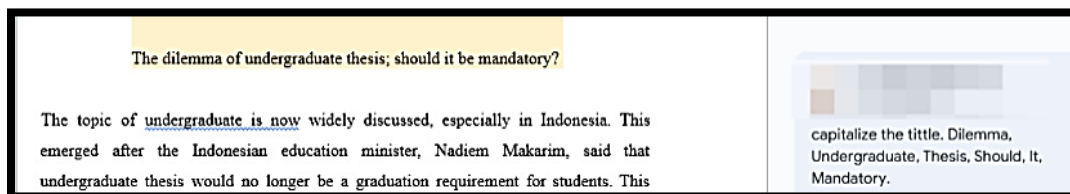


Figure 4. Student's draft (P6) that used online peer feedback

Margins

Then, relating to the margins of the paper, it was found that all of the students either used offline or online peer feedback got comments about the margins. See figure 5.

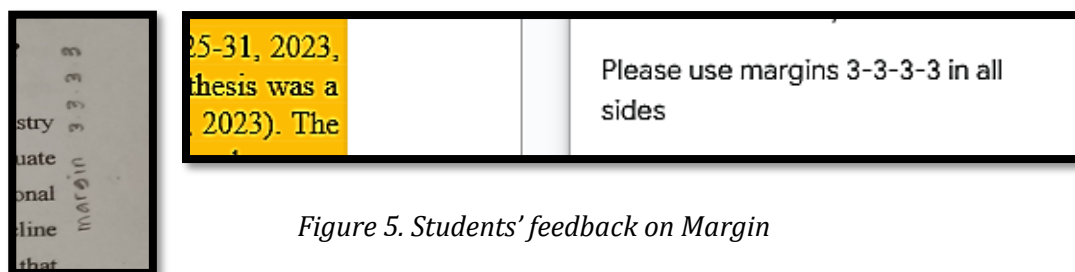


Figure 5. Students' feedback on Margin

Font type and Font Size

This study revealed that there were no problems related to the use of font type and size.

Line spacing

Based on this study, line spacing became the most common error' had by the students. All students who were the participants did not use correct line spacing. See figure 6.

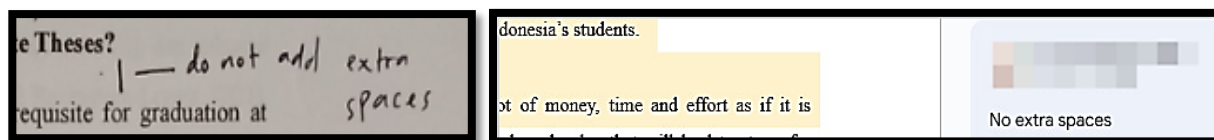


Figure 6. Students' feedback on line spacing

Word Count

The results of this study revealed that there was no issue found related to the word count of the essay. The students had written more than 700 words but not more than 1000 words.

The Language Use (Grammar)

Although grammar became one of aspects that must be paid attention to when writing, the results of this study showed that the grammar was not given much attention and was not the main focus. This is because students were not asked to provide feedback regarding this aspect. The underlying reason was because lecturers thought that students could carry out independent checks regarding grammar using the application. However, students were still asked not to immediately use the results listed in the application. Therefore, they have to keep checking them one by one and adjusting them.

The Organization of the Essay

Furthermore, the organization of the essay became the second aspect that needed to be reviewed by the students with their peers during the peer feedback process. Since the essay that the students wrote was an argumentative essay, hence, there are five structures of the text that have to be written by the students. Those are, the introductory paragraph, body paragraph that usually consist of two paragraphs, refutation paragraph, and conclusion. The results of the study showed that one out of three students who used offline peer feedback did not write the argumentative essay by following the correct order of argumentative essay's text structure. And this student (P4) got the lowest score of argumentative writing. It showed that this student even wrote eight paragraphs whereas the lecturer had already instructed that the students were required to write only five paragraphs of argumentative essays. It indicated that there was still a student who did not have enough knowledge to understand the materials although the lecturer had explained to them since the first meeting of the class. However, this condition was in contrast to the students who used online peer feedback.

Besides, when the students' argumentative essay drafts continued to be analyzed, the results found that in writing introductory paragraphs, four students who had the highest score did not have problems in writing the thesis statement. They tended to write clear topic sentence and stated two controlling ideas that will be developed.

But there was one out of three students who had the lowest score of argumentative essays could not write the thesis statement well. It can be seen from figure 7 The thesis statement written by this student (P4) did not have the controlling idea. If there were no controlling ideas, it means that there were no developed body paragraphs. The student (P4) could not produce some new ideas if the ideas were not mentioned in the thesis statement. Therefore, this students' essay got feedback "there is no controlling idea". Moreover, this student also got a question and suggestion from peer. The peer asked whether it is the thesis statement of the essay or not. The peer might think that the sentences that he/she underlined was the thesis statement. The peer asked because if the underlined sentence was the thesis

statement, it should not be written there. Hence, the peer suggested that this student should move the sentence into the last sentence of introductory paragraph.

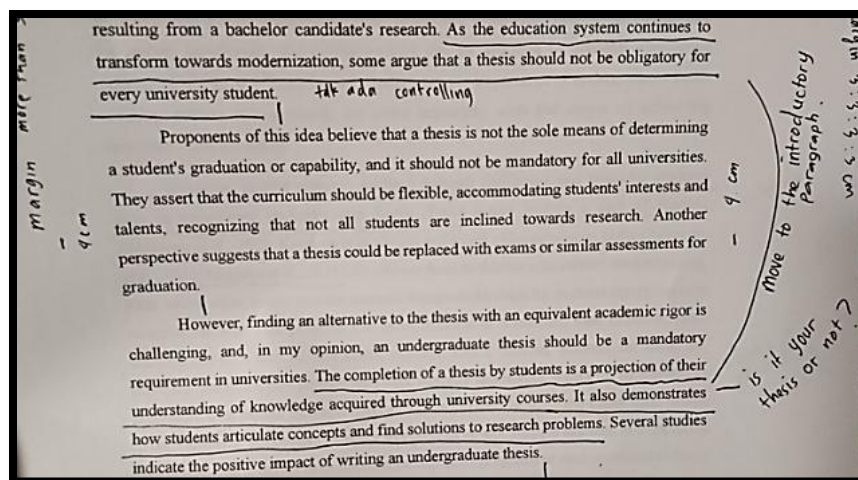


Figure 7. Peer feedback on student's draft (P4)

Surprisingly, when the final revision draft of this student's argumentative essay was analyzed, the results showed that this student did not even revise the thesis statement. It means that this student ignored what the peer had commented, asked, and suggested to her.

Moreover, in writing concluding paragraph, this study found that there were two students (P3) & (P4) who applied offline peer feedback and one student (P7) who used online peer feedback that got the lowest score had errors in writing conclusion. The errors that students did was they could not write clear restatement of thesis statement. See figure 8 They directly conclude by occurring the new ideas that did not conclude the whole paragraph. Not only that, but the students also got difficulties in paraphrasing. It can be known that the students rewrote the thesis statement using the same sentences.

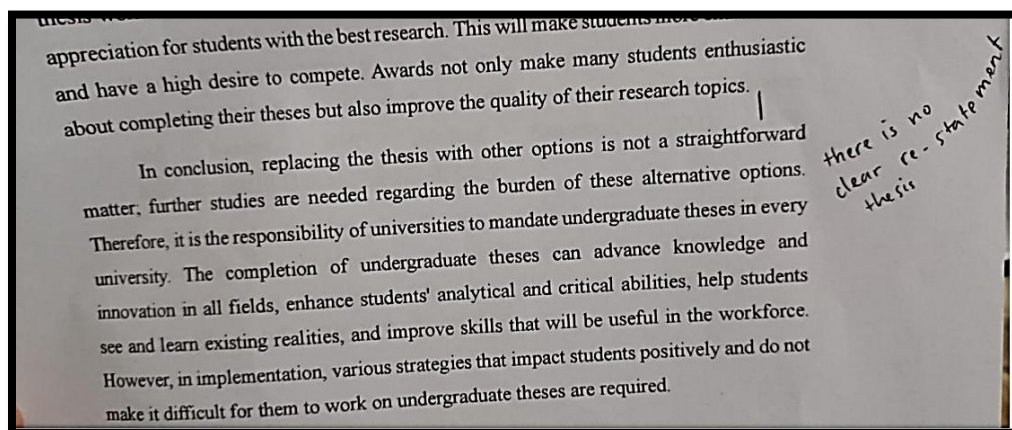


Figure 8. Concluding sentences errors on students' drafts (P3) & (P4) that used offline PF

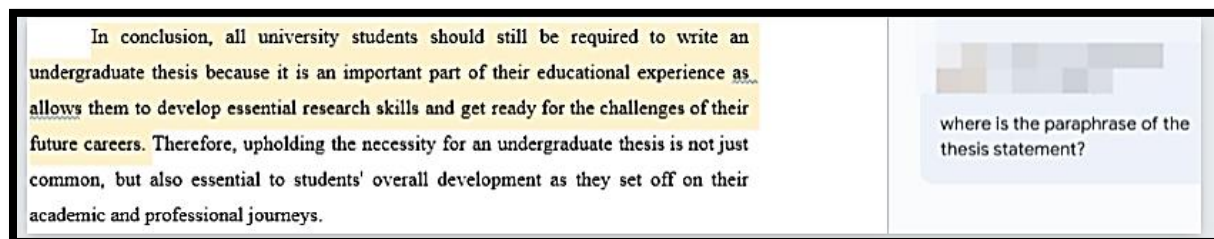


Figure 9. Concluding sentences errors on student's draft (P7) that used online PF

After the students revised their essay, the revised drafts were reanalyzed. The researcher found that the students who used offline peer feedback tended to do little changes or even the students did not revise the concluding paragraph by using their peer's feedback. It can be proven that both students' drafts who used offline peer feedback were still the same with the draft before revision. The students might do some changes but the change was only omitting a sentence and adding new sentences that actually were not connected. Meanwhile, this condition was different from the final revision draft of students who used online peer feedback. This student truly followed the comments and suggestions from peers. As a result, this student's concluding essay became clearer and improved better.

The Content of the Essay

In this aspect, the students should give the feedback focusing on the body or content of their peers' argumentative essay. But they were not asked to assess the ideas written there. Based on the students' drafts who used offline and online peer feedback, the researcher found that there were two students (P3) & (P4) who implemented offline peer feedback and one student (P6) who used online peer feedback could not write the topic sentence properly. The student might write the topic sentence, but the topic sentence was too long. Hence, their peer gave the comments "your topic sentence is too long, please make it shorter in one sentence". As it can be seen at figure 10.

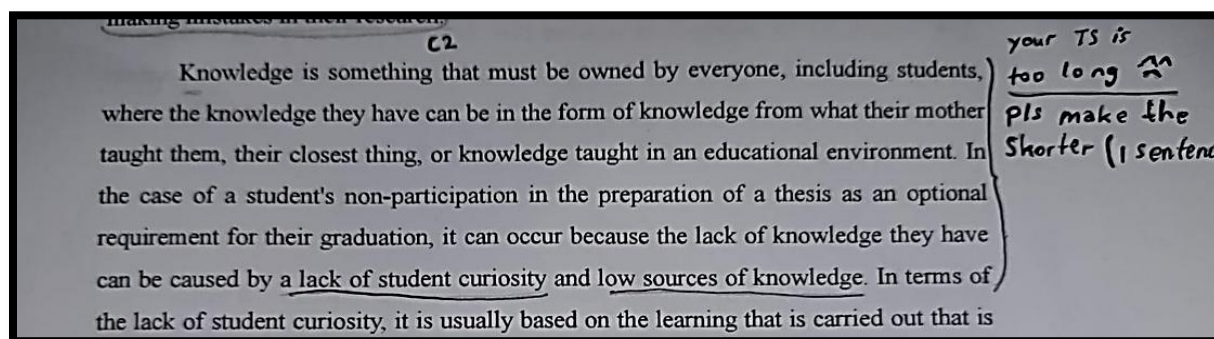


Figure 10. Topic sentence error on student's draft (P3) that used offline PF

Another student (P4) wrote the paragraph without writing the topic sentence. Thus, these errors made the student's essay became not coherence since the ideas jumped from

one paragraph to another paragraph. Then, these errors also could make the readers difficult to read and understand the content of the essay. See figure 11.

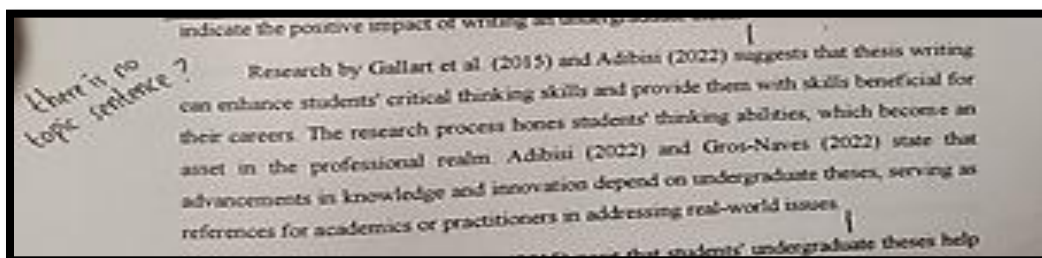


Figure 11. Topic sentence error on student's draft (P4) that used offline PF

Furthermore, there was a student (P6) who had written the topic sentence but this student did not develop all the supporting ideas. This student also got problems in parallel construction. However, the researcher argued that the actual problem was not in parallel construction, but the word choices to connect the ideas. See figure 12.

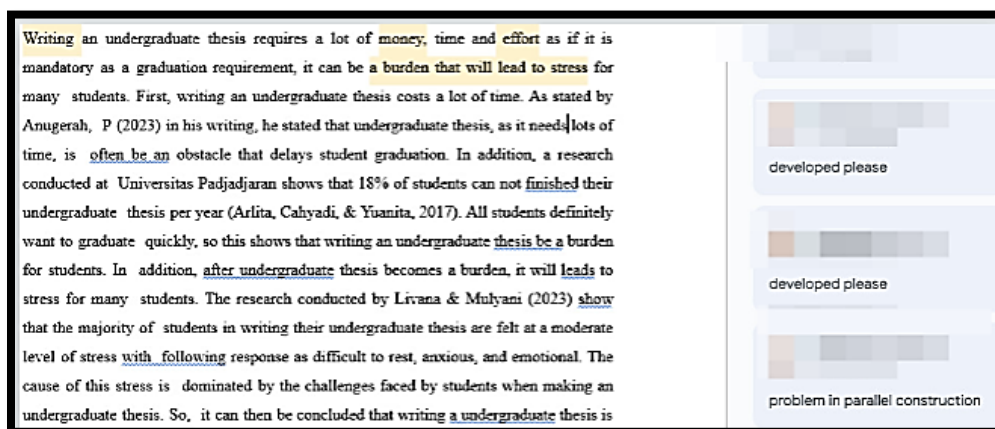


Figure 12. Parallel construction error on student's draft (P6) that used online PF

Even though the students had time for revising their essay, the results of this study showed that only the student's draft who used online peer feedback that improved better. It happens because the student considered and followed the feedback from peer. Unfortunately, there was no many changes found in the final revision drafts of students who used offline peer feedback.

Not only issues on the students' topic sentences and supporting sentences, but the issues regarding on the students' refutation paragraph were also found. There was only one student (P4) that could not write the refutation paragraph well. See figure 13. Although the student had started to write the first sentence of the paragraph by using contrast conjunction "however", the next words did not indicate that it was the counter arguments.

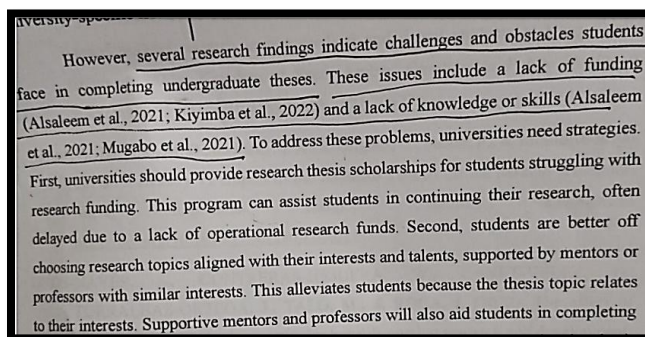


Figure 13. Refutation paragraph errors on student's draft (P4)

DISCUSSION

The results revealed that there were found errors in the students' argumentative essays. Mostly the students made errors on the mechanical aspects of the essay. Not only that, but the errors were also found in higher-order elements such as the students had errors to write the organization of text, thesis statement, controlling idea, topic sentences, refutation paragraph, and conclusion. This resembles with prior study by Kaya & Yaprak (2020) that the issues or errors that students mostly reviewed were the mechanical details and the organization of the text. These findings suggest that although students are able to attend to surface issues, they often struggle to engage critically with complex argumentative components.

Moreover, based on the students' drafts both before and after revision, there was found some great difference and changes on the students' drafts who used offline peer feedback. The students who got the highest score tended to receive a little feedback on their essays. Hence, they only revised the errors found such as the capitalization and bold of their essay's title. However, that condition was different from the students who got the lowest score. They received a lot of feedback from peers but they did not revise the essay using the feedback given. As a result, they got the lowest score in the class. From those results, it indicates that no matter how detailed the feedback provided by peers, if the students did not have the desire to improve their writing skill, the students' skill would not be developed and the worst thing was they would get a bad score on their writing. These results supports the previous study by Awada & Diab (2021) that the students who use face to face peer feedback did not make significant changes so that it influences their writing score in argumentative essays. However, this study contradicts with Ho et al (2020) that the writing quality of the students who used offline peer feedback is better than the student' writing quality who used online peer feedback. This inconsistency highlights the context-dependent nature of peer feedback.

Meanwhile, the students who used online peer feedback got great changes in their drafts after the peer feedback was implemented. It happens because first, the students who used online peer feedback were given chances to do peer feedback activities without the assistance from the lecturer. Second, they tended to be more focused because of minimal

interruptions from other. Third, the students had more time to do peer feedback since they could give and add comments any time before the final revision submission time. Moreover, the results found that both students who got the lowest and highest score followed the feedback given by their peers. Therefore, their argumentative essays improved and their writing skills developed well. These findings can be interpreted through the lens of socio-affective learning theory, which emphasizes the role of emotions, motivation, and social interactions in learning. Online peer feedback appears to reduce students' anxiety and fear of negative evaluation because the process is not face-to-face and is not directly monitored by the lecturer. The results of this study agrees with Awada & Diab (2021) that online peer feedback implemented in argumentative essay writing class decreased the students' socioemotional, such as anxiety during the process. The reason is because in online peer feedback the students were not monitored by the lecturer as that of in offline peer feedback. They tended to do the process independently with their pairs online (Puspita & Hasyim, 2023). It can be proven from the students' drafts before and after revision. The final revised drafts of students who used online peer feedback showed significant changes compared to the students' final revised drafts who used offline peer feedback. Whereas, in actual condition the students who used offline peer feedback got the full lecturer assistance in the class and the opportunity to ask more questions to the lecturer during the process (Awada & Diab, 2021). However, the results of this study are opposite with Thi & Pham (2022) that students who used online peer feedback were less initiated to revise their drafts of argumentative essays by following the feedback given by their peers. As a result, their final argumentative essay drafts did not improve better. Therefore, online peer feedback should not be viewed as superior, but is effective when supported by appropriate guidance and clear expectations.

The Students' Perception of Peer Feedback on Online and Offline Used in Argumentative Essay Writing

Based on the students' perception, the results showed that the writing process they did start from outlining to drafting. But before they wrote the outline, they were given some prompts or topics and they were free to choose the prompt. Then, after outlining, the students developed the outline into drafts. This supports Oh & Lee (2021) and Wihastyanang et al (2020) that in writing, the authors need to do several process. It started from finding and deciding the topic. After that, the authors gather information from various sources so that they can get insight for writing. Then, the authors write the outline and develop the outline into good drafts.

Furthermore, during the peer feedback process, the students were asked to pay attention to the lecturer's explanation. The explanations were about the peer feedback criteria used. Therefore, the students could carry out the peer feedback process more structured. These results are in line with the previous study 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.

Another result of this study showed that using peer feedback as strategy in argumentative essay writing was important and effective. The students could know their errors after their peers corrected their work. Besides, they could get more insight and

inspiration from their peers' essays. Those results confirms the study by Banihashem et al (2024) that peer feedback is known as an effective strategy in learning and writing and considered important for students in writing argumentative essays. The reason is because through using it, the students are helped to express their opinions, exchange ideas with others, review and correct each other works, implement their prior and present knowledge, and accomplish greater learning (Kerman et al., 2024; Kurniawati, 2022; Noroozi, Hatami, Latifi, & Fardanesh, 2019).

Besides, using peer feedback brought many beneficial things for students in writing argumentative essays. For instance, first, peer feedback could save time more than lecturer feedback. It happens because the students did not have to wait their turn one by one to get the feedback. They could receive feedback from peers at the same time since each of them have their own partner. Second, it could improve the students' skills in writing. Third, through using peer feedback, the students could train themselves to be responsible and respectful. Fourth, peer feedback could train students to socialize with others and do self-reflection. These results are in line with the previous study by Noroozi et al (2023) that peer feedback give many positive benefits to the students in writing argumentative essay. that peer feedback gives many positive benefits to the students in writing argumentative essays. For instance, first, peer feedback can improve the students' writing quality and skills in argumentative essays (Noroozi et al., 2023). Second, by using peer feedback, the students can know the errors in their peers' essay and at the same time they can do self-reflection (Wei et al., 2022; Zhang, 2022). It happens because when the students find some errors in their peers' works, subconsciously, they observe and pay attention to their peers' errors. And later, when their peers returned the essay to the owner, they can see and rereviewed their own work whether they had similar issues that occur in their own essay or not. So, if similar issues are found, they can revise it immediately. Third, through peer feedback the students are trained to socialize and appreciate others (Chen et al., 2023; Kurniawati, 2022). The main reason is because in the peer feedback process, there is interaction and communication between student-students. The students can give comments and discuss their works with each other. Not only that, but they also can learn how to respect other works without judging when there is something that is not relevant with the assignment given.

Although many benefits that could be obtained when the peer feedback was implemented in argumentative essay writing, there were several drawbacks that occurred during the peer feedback process. Such as, sometimes the feedback received from peers was unclear so that it made the students confused to revise their essays. As a result, they scrambled to ask the lecturer and it took a lot of time since they had to wait their turn to get the lecturer's answer. On the other hand, the students asked for peers' clarification so that they could get more explanation regarding the feedback they have given. Besides, the different level of knowledge and skills of the students also became the students' problems to do peer feedback activities. These results were similar to Ho et al (2020) that showed the ideas or feedback received from peers sometimes was confusing for higher education students. The students might be rushed to do peer feedback (Awada & Diab, 2021). As a result, they cannot give clear comments to their peers' essays. Besides, Kerman et al (2024) and Noroozi et al (2023a) also stated that the students' level of knowledge and skills became

the crucial things that can affect the students' performance in providing feedback to their peers. Hence, the feedback received to one student and another is different. The students who are skillful enough tend to give detailed comments so that their peers can directly use the feedback given without asking for more explanation.

Finally, when the students were asked about their feelings during the peer feedback process, this study found that most of them were happy and enjoyed doing the activities. Even so, some of them declared that they were nervous and worried while they did peer feedback.

CONCLUSION

This study makes several important contributions to research on peer feedback in EFL argumentative writing. First, it provides empirical evidence on the quality and performance of Indonesian undergraduate students' feedback in both online and offline peer feedback contexts. Second, it extends existing peer feedback research by highlighting the role of socio-affective factors. Third, the findings explain why online peer feedback leads to more meaningful revision, particularly by enabling focused interaction, flexible revision time, and deeper reflection on peer comments.

From a pedagogical perspective, the findings suggest that peer feedback is an effective strategy for improving students' argumentative writing skills when properly instructed and implemented. Therefore, EFL instructors are encouraged to combine online peer feedback into their argumentative writing instruction, as it appears to support students' cognitive revision processes and socio-affective needs. Not only that, but the instructors should also provide clear training on how to provide and use constructive peer feedback, with an emphasis on higher-order argumentative elements rather than surface-level errors. By fostering an emotionally supportive and autonomous learning environment, peer feedback can serve as a powerful teaching tool in EFL writing classrooms.

However, this study has several limitations that should be acknowledged. First, it was conducted in a single institutional context and involved a small number of participants for in-depth analysis, which may limit the generalizability of the findings. Second, the implementation of peer feedback was limited to a single learning cycle, which limits conclusions about its long-term effects on students' writing development. Third, this study relied on qualitative data that does not show for statistical comparisons of writing improvement.

Therefore, further research is recommended to address these limitations. For example, using a longitudinal study that involve multiple cycles of peer feedback so that it provides deeper insights into the ongoing impact of peer feedback on argumentative writing. Further research could also explore peer feedback across different text types, disciplines, and educational contexts, as well as compare different methodological approaches, such as mixed methods or experimental designs. Those would contribute to a more comprehensive

understanding of how peer feedback can be optimized to support EFL students' writing development.

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