

THE STUDENTS' PERCEPTION TOWARDS PEER FEEDBACK AS SOCIAL-AFFECTIVE STRATEGY IN WRITING RECOUNT TEXT SKILL

Karisma Kurniawati
State University of Surabaya
karisma.18006@mhs.unesa.ac.id

Submitted: 2022-03-26

Accepted: 2022-04-30

Abstract: Writing becomes a tricky skill to learn by the students since it has complex processes. As a result, many students have difficulties and problems while writing. To overcome the problems in writing due to its complexities, the students need to use learning strategies. One of the learning strategies in writing is peer feedback as a social-affective strategy. Therefore, this study aims to describe how the students' perception of peer feedback as a social-affective strategy in writing a recount text. This study used descriptive qualitative research as the research design. The researcher used an open-ended questionnaire and semi-structured interviews as the instruments to collect the data. Furthermore, this study involved 21 students at one of the senior high schools in Gresik selected by using purposive sampling. The results of this study showed that based on the students' perception, peer feedback as the social-affective strategy was effective, important, and brought many benefits for the students in increasing their ability to write recount text. However, there were also some disadvantages of peer feedback along with the students-provided solutions. Thus, the educators and teachers were recommended to consider and apply peer feedback as a social-affective strategy in the writing class since it is very useful and affects the students' writing abilities.

Keywords: Peer feedback as social-affective strategy, writing skills, recount text.

INTRODUCTION

Writing becomes a tricky task for students of English as a Foreign Language (Sabti, Md Rashid, Nimehchisalem, & Darmi, 2019). It is because in the writing process, the students need to do pre-writing, outlining, drafting, editing, and revising. Furthermore, the students need to check the grammar, the organization, whether already coherent and cohesive or not, and provide cause-effect, acceptable reason, and evidence to make their writing stronger (Abbas & Herdi, 2018). Those complexities in writing often raise some problems for the students, such as lack of motivation for doing the writing tasks and not paying attention to the way they write (Kusumaningrum, Cahyono, & Prayogo, 2019; Yulianawati, 2019). As a result, they get a bad score in their writing. Therefore, to support their writing performance and skills, the students need additional ways i.e. the learning strategies.

As Taheri, Sadighi, Bagheri, & Bavali (2020) stated, learning strategies have a pivotal role in foreign or second languages achievement for EFL or ESL learners. It happens since the use of learning strategies contributes to learning four English skills well and effectively. To reach that success, language students should take a role in their learning activities actively. Hence, they need to use some strategies to organize and support them while learning (Griffiths & Oxford, 2014).

Basically, in writing skills, there are many kinds of learning strategies that can be used by the students while writing. One of them is the social-affective strategy. In social-affective strategies, it includes feedback from peers or it usually known as peer feedback (Barnwell, O'Malley, & Chamot, 1991). They also defined that peer feedback is a kind of social-affective strategy that facilitates the students to give comments or information to each other, sharing the knowledge and exchanging it with their peers. So, the students will know their mistakes in their writing after their peers give feedback to them (Rachmayani, Rifai, & Rohadi, 2018). Furthermore, peer feedback is believed to be a good contributor for improving students' writing performance (Mutch, Young, Davey, & Fitzgerald, 2018; Wihastyanang, Kusumaningrum, Latief, & Cahyono, 2020) and writing quality (Huisman, Saab, van Driel, & van den Broek, 2018). Likewise, Noroozi et al., (2020) also stated that peer feedback enhances the students' writing skills, the learning content, and the students' motivation in the specific area (Austria, 2017; van Ginkel, Gulikers, Biemans, & Mulder, 2015). Shortly, peer feedback has a strong potential to make the students know to what extent their current writing conditions are, and at the same time, they know what aspect they should improve and how they improve. Hence, it can be concluded that using peer feedback as a social-affective strategy not only can support students in improving their writing performance and ability but also can help students to organize their learning in writing easily.

In senior high school, several kinds of texts have to be written by the students. One of the texts is recount text. It is known as the modest text to write since it has generic structures such as orientation, sequence of events, and re-orientation. Not only that, but this text also has a social function. For instance, it tells the readers what, where, and when something happened in the past. Moreover, it also has language features in which it uses past tenses, time and place order, nouns, pronouns, and so forth (Knapp, 2005; Nurkholijah & Muhd, 2020). Although it is classified as the handiest text to write, many previous studies found that the students often make errors in writing that text. For example, the students cannot state and write a good orientation and develop their ideas to write recount text. Moreover, they also do not understand the tenses used while writing a recount text, do not have enough basic skills to write, and do not understand the function of the recount text (Autila, 2017; Nurkholijah & Muhd, 2020). Hence, because of those problems, the students cannot complete the task well. When they have assignments, they will only do without caring about their final writing, and then they submit it directly. Whereas, before they submit their writing task, they can use a peer feedback strategy to discuss what problem they get with their friends, give their idea to each other, and analyze their peer works (Noroozi, Biemans, & Mulder, 2016). So, indirectly, they train their critical thinking

to solve their problems with their peers while writing recount text. Then, their performance and quality in writing increase well.

In line with the phenomena mentioned above, several previous studies concerning peer feedback as strategy in writing have been conducted. Rachmayani et al., (2018) have investigated the students' response in peer feedback and teacher feedback and Austria (2017) found out peer response in writing class. But they have not mentioned what types of writing specifically even though the results showed that peer feedback becomes an effective strategy to improve the writing skills. Then, Kusumaningrum et al., (2019) also have found out the effects of two feedbacks provision that got from their peers on their performance while writing. The results of the study revealed that by providing peer feedback stipulation in small and big classes did not make a negative effect on the students' performance while writing an argumentative essay. However, none of the previous research researched relating to the senior high school students' perception on peer feedback as social-affective strategy in recount text writing skills.

Therefore, to address the gaps, the researcher formulated a research question in this study: How is the students' perception of peer feedback as a social-affective strategy in writing recount text skills? Then, based on that research question, this study aims to describe the students' perception of peer feedback as a social-affective strategy in writing recount text skills.

METHOD

In this research, a qualitative approach was chosen by the researcher. The researcher used descriptive qualitative research as the research design of the study. By using descriptive qualitative research, the researcher will get the detail and depth understanding through using qualitative research (Ary, Jacobs, Sorenson, and Walker, 2014). The researcher conducted this study in SMAN 1 Kebomas Gresik. The researcher took one class in the tenth grade of the second semester consisting of 21 students that have already implemented peer feedback as the social-affective strategy in learning recount text based on basic competencies (KD) and applicable curriculum.

The researcher used two instruments in this study. The first instrument was open-ended questionnaire that consisted of eight questions. The researcher used the questionnaire to portray the students' perception of peer feedback as a social-affective strategy in writing recount text skills. The questionnaires were adapted from Horverak, (2016) and Huisman, Saab, Van Driel, & Van Den Broek, (2020) about feedback. Another instrument was the interview. The researcher used the semi-structured interview to clarify the students' responses to the questionnaire. However, in this study, the researcher did not use all of the students to be interviewed. Hence, there were only seven selected students were interviewed by the researcher through offline class and Whatsapp chat. So, to record the students' voices, the researcher used

audio recording and voice notes. After that, those audio recordings were written into transcription. Finally, the researcher combined the questionnaire and interview data then analyzed it.

In analyzing the data, the researcher used several steps formulated by Ary et al., (2014). The first steps were familiarizing and organizing. The researcher familiarized herself with the data by reading them many times. Then, the researcher organized the data. The next steps were coding and reducing. In this step, the researcher coded and reduced the data into words. Last, the researcher interpreted the analysis results and presented the results in paragraphs.

FINDING AND DISCUSSION

After the researcher collected and analyzed the data, below the researcher presents and discusses the results.

A. Effectiveness, importance and helpfulness

Several questions were asked to know and describe the students' perception whether the peer feedback effective, important, and helpful or not for the students while writing recount text skills. The results showed that first, peer feedback as the social-affective strategy was effective since the students could interact, discuss, share and exchange their ideas with others. Then, they corrected their works together so that they realized their errors. Moreover, they could learn to accept others' opinions, rethink, not overthink if their peers gave bad feedback to them, and be brave if there was rejection feedback they provided by their peers. Therefore, they also believed that peer feedback became their guidance to improve their recount text writing task.

S5: "In my opinion it is quite effective because we can interact with others. And I think it is also does not bothered me to study since I do peer feedback in my studying time."

S4: "I am trying to not overthink with the bad feedbacks that my friend said to me. I also rethink the feedbacks given by my peers."

S6: "In my opinion it is very effective since I can exchange the ideas with my peer and I learn to accept other's opinions well."

S18: "In my opinion it is effective so that my friends will know where their errors are in their writing. By using peer feedbacks, my friends and I can discuss and correct each other's works together."

S14: "Very effective because it can be guidance on how to make improvements in our recount text writing tasks."

After they were asked about the effectiveness of peers' feedback, next they were asked about the importance of feedback from their peers. The researcher found that all of the students thought that peer feedbacks were important because of several reasons. Based on the students six and thirteen that become the representatives of all students, stated that first, peer feedback was notable since they believed that if they did not get feedback, they would get wrong perspectives. So, they got another point of view, idea, opinion, and suggestion not only from themselves but also from others. Second, they could know and correct their errors, so they know the parts that were still missing, hard to read, and not proper in their writing. Moreover, they also added that they could take the benefits from it. Such as, it became their consideration for revising their tasks and helped them solve the difficulties and problems they got while writing recount text.

S6: "For me is important. Because from that I can know more how's others' opinions and suggestions about my works whether there are some parts that are still missing or not proper or not quite easy to read. Moreover, the feedbacks from my peer are helpful, can be my consideration before I revise my writing, and can help to solve the problems and difficulties that I face while doing something."

S13: "It is very important because I know the error in my recount text. And if there is no feedback (corrector) I will get the wrong perspective about recount text."

Furthermore, the researcher also asked the students whether the peer feedback was helpful for them or not while they were writing recount text. The results showed that peer feedback was helpful because by using it, the students could take the beneficial things. For example, they could get many ideas since their peers gave them comments on their writing tasks. Besides, peer feedback helped them know their deficiencies, especially in the grammar and the lack parts in writing, such as the parts that have not been precise yet and were hard to read. Then, they knew the mistakes or the errors not only in their writing tasks but also in their process of writing. So, if they have already known about those things, they will start to consider and rethink the feedback. After that, they could apply the feedback for revising and rewriting based on the recount text characteristics, types, and aspects and completing the missing parts in their writing so that their writing will improve well later.

S6: "Sure, very helpful because from peer feedback I can know the parts that are lacking in my writing, maybe there is some part that has not precise yet, hard to read and heard. So, I can consider and complete the parts that still missing and error in my writing."

S7: "The feedbacks from peers are very helpful. It is because I can get many ideas not only from ourselves but also get the ideas from others. The ideas from others may vary but it is important for me."

S14: "Sure, it's very helpful because by giving or getting feedbacks we can know our mistakes and error in our writing or even in the process of doing the task itself."

S13: "Sure, it's helpful because I can revise my writing and rewrite based on the types, important characteristics, and the three aspects as I said before".

B. Relevance and influence

In this section, the researcher gave some questions to know the influence of peer feedback as a social-affective strategy in writing recount text and the feedback that the students received from their peers. This study found that the students got relevant feedback related to their recount text writing. For instance, they got detailed, concise, understandable easily and deeply feedback in the social function, generic structures (orientation, events, and reorientation), and language features (grammatical). Moreover, they also added that they got complete feedback, such as the feedback on the way they write the text or the steps. Therefore, the students in the interview mentioned the steps they meant. Such as the first time, the students did not understand the tasks. Then, their peers explained how to do that. After that, the students have to write the text. Next, peers gave them feedback and vice versa. So, their peers as their guide in writing recount text.

S6: "I think yes. The feedbacks that I got begin from the way I write the text, text structure that built the text and the verb used." "The explanation of the way I write text: From the beginning of my teacher gave us the tasks. Most of us were still not understand about the task. It is because we did not know how to do the task. So that's why my peers explained to me how to do that such as I had to write the text first, then my peer would gave me the feedbacks and vice versa. It's like my peers guide me from the beginning until the end."

S7: "Yes. It is because, the feedbacks are more detailed than what I write in my writing task. Moreover, the feedbacks also more concise, and can be understood easier and deeper. The feedbacks that I got were on the generic structures, language features and social function."

S13: "I think yes. Because my corrector gave me feedback that I have to revise based on the generic structure, the language features, and the social function. But the most prominent feedbacks that I got were in generic structure."

S14: "I think it is relevant since it relates to the recount text writing task."

In the following question, when the students were asked about the influence of peer feedback as the social-affective strategy in writing, the results revealed that by applying peer feedback as the social-affective strategy in writing recount text, they could train their critical thinking, since they exchanged their ideas and opinions with their peers and were encouraged to always innovate to write. Furthermore, the students became more open-minded, critical, and confident. It happens because, through peer feedback activity, they had the freedom to give opinions to each other. Then, the students could learn many things such as learning new words, knowing some parts mean, text structures, and language features, and learning to be SRL students in which they gather much information by themselves in Google before giving feedback to their peers. So, they tried to reduce their self-doubt by ensuring their self.

S14: "I think I become more open mind and my friend too because we exchange our ideas and opinions."

S18: "I think after I got feedbacks from my peers I can train my critical thinking so that I become more critical. I know the kinds of texts and parts of the text such as the generic structure, social function, and linguistic features of the texts. I also learn many things such as what does this part mean? What the generic structure in the recount text is, and so forth. So, I try to browse the information in Google before I start to give feedbacks in my peer's work. Therefore, if I have and get much information, I will be more ready to give feedbacks to my peer."

S13: "I think it can train my critical thinking in which I was encouraged to always innovate on my recount text."

S6: "After I got feedbacks from peer, my writing quality, skills, and my self-confidence increase well. I become more confident to ask other's about their opinions and through peer feedback also, I become more critical."

C. Feeling and disadvantages

Next, the students were asked about their feeling, and the drawbacks while using peer feedback as the social-affective strategy while writing recount text skill. The researcher found that most of the students felt happy, relieved, excited, and fun when they and their peers gave feedback to each other. They gave several reasons why they felt those feelings while using peer feedback as the social-affective strategy in writing recount text skills. For instance, first, they were appreciated, cared for, and respected by their peers because their peers gave good, easy-to-understand, and clear feedback to them. Second, the students got a great experience since they could interact, discuss, and share their ideas. So, through the interaction and discussion, they knew their deficiencies and others' opinions. Besides, they also knew their mistakes and errors in their writing so that they could use those peers' feedback for revising their task. Furthermore, they could also get new knowledge, increase their knowledge and measure their comprehension in recount text writing skills after they give and get feedback from each other.

S4: "I am Happy, because when I get feedback from someone I feel that I am appreciated for my hard work, being cared for and respected by others."

S14: "I feel relieved because the feedbacks that I got were good, easy to understand, and clear."

S6: "I think I become more fun and excited also because I can discuss with my peers. Other than that, we can laugh together."

S5: "My feeling after I got feedback from my friend related to recount text writing is happy while receiving that feedback. Because we know where the mistakes in our writing take place and increase our knowledge. Moreover, I can know better where the error in my writing lies, learn other things widely, interact with others and share the ideas each other."

S18: "Feeling happy because we can know to what extent we understand the recount text. Not only that by using peer feedback, I can know the error in my writing and I can used it for revising my writing. So, my writing will improve better later."

Apart from the effectiveness, the importance, the usefulness, the relevance, and the influence of peer feedback as a social-affective strategy, peer feedback still got disadvantages in

its use. Some of the students thought that they found several disadvantages of peer feedback. Such as, first, they thought that peer feedback took longer time or time consuming since they had to consider, think, filter, and process the feedback given. Second, the peers did not understand the recount text and materials, so they had a debate on it. Third, the feedbacks were less acceptable. Fourth, they did not know the way to start writing.

S4: "The feedbacks are less acceptable."

S13: "Of course there is. Because my peers as a corrector, sometimes still did not understand about recount text so that my peer and I sometimes still confused and need the teacher help to revise. But apart from that, the feedbacks given have already provided many beneficial things."

S6: "Maybe I think that using this peer feedback takes little longer time because I have to think, consider, filter and process the feedbacks given by peers with what we have already done. So, to solve that, we limit our discussion so that we did not discuss other things except giving and getting the feedbacks. So, we try to more focus so that we can finish our task earlier. We took a break for a while then we continued it again."

S18: "Yes. For example, my peers and I are not quite understood with the recount text materials. I had a debate with my peer like how it is and I don't know how to start too. To solve those problems, I try to discuss again with my peer through WhatsApp call. So, we search for the materials again, and if we get the fix answer, we apply to our writing."

The last, the researcher asked what the students will do if the feedback from their peers were not in line with their expectations.

S6: "If the feedback doesn't match my expectations... I'll still listen and accept the feedback, because after all sometimes our opinions differ from others, so we have to respect what inputs or opinions they give, Miss."

S18: "I try to accept that feedbacks as my learning. So, I corrected again. Moreover, I will ask to another friends rather than I ask to my peer again."

S14: "From the feedbacks given by my peers, I take several sentences and I write the sentences by myself so that it can meet my expectations. So, I make improvisations. Actually, not all the feedbacks that I got from my peers are correct, only several feedback that are correct. So, I take the correct feedbacks and develop the sentences."

The researcher found that the students will try to listen and accept the feedback as their self-learning. However, they did not use the feedback's entirety, only the correct one. So, they made improvisation by taking what was needed and developing it. Besides, they will respect the suggestions and opinions. Another way to solve those problems is first the students will discuss and correct their works each other with their peers again. Second, they will ask their other friends who have good English skills. And third, they will ask their teacher to help them sometimes.

DISCUSSION

Based on the results of the students' perceptions of peer feedback as a social-affective strategy in writing recount text skills, it can be seen that the students gave a positive perspective on the peer feedback used as a social-affective strategy in writing recount text skills. Most of the students agreed that peer feedback as the social-affective strategy was effectively used in their recount text writing class, important and helpful for them. These results agreed with the previous study by Kuyyogsuy (2019) revealed that peer feedback was an effective strategy and became the educational tool that supports the students to learn independently with their peers and develop their social and intellectual values. It is because peer feedback is more student-centered in the learning process so that the students with their peers can discuss, interact, and exchange their ideas with each other well. Moreover, the finding also showed that peer feedback as the social-affective strategy has an essential role not only in supporting the learning

process, improvements of the students' ability, performance, and writing results but also impacted the students' feelings and attitudes. These are confirmed by Kuyyogsuy (2019) stated that peer feedback helps the students to learn not only their social strategy but also their affective strategy, which affects their feelings, emotions, and motivation. Besides, peer feedback can enhance the students' confidence and ability in writing significantly. Then, through peer feedback the students also can develop their self-regulated learning, learn to make some evaluation, be more critical and improve their works (Ruegg, 2018; van Popta, Kral, Camp, Martens, & Simons, 2017).

Although many worthwhile things can be obtained after applying this strategy, some of the students still thought that not all of the feedback they got from their peers could be accepted. They realize that the capability of one person to another is not the same. So, they tried to understand the task and put their minds together. However, it is undeniable that sometimes to achieve the same goal, they might pass a small debate first. Those results are strengthen the study by Liu & Carless (2006) pointed out there are some concerns that arise while using peer feedback as strategy. First, the students may have less knowledge and skills that can cause them less reliable and not objective in providing feedback (Liu & Carless, 2006; Zhu & Carless, 2018). As a result, it may create the negative reaction in emotional and attitude or even complications during the process of peer feedback itself (Cheng, Hou, & Wu, 2014; Noroozi, Biemans, & Mulder, 2016) and it can make the students cannot understand the peers' feedback intent (Zhu & Carless, 2018). Third, even though the peer feedback save the time if it is done in the offline learning (Liu & Carless, 2006), but in this study, the students did peer feedback in online classes. Some of the students thought that it time consuming for them to do that. Therefore, these results also similar with the previous theories by Falchikov (2001) stated peer feedback can take time.

However, among the disadvantages, the students had their solutions to deal with that. They explained that if it is time-consuming, they would give examples, revise, remind peers to check and give corrections immediately, limit the discussion, and try to be more focused. Next, if they did not understand the feedback and the text, they would discuss through WhatsApp calls, search materials and fix it, or ask the teachers' help. Last, if the feedbacks were less acceptable, the students would try to accept gracefully and ask another friend.

CONCLUSION

To sum up, peer feedback as a social-affective strategy is effective, important, and beneficial to improve the students' writing quality and ability positively and well in writing recount text. It has been proven that the students are more confident and open-minded because by using peer feedback as the social-affective strategy, they are freer and not ashamed to share,

discuss, and exchange their opinions, knowledge, and arguments with their peers in writing recount text. Then, they also become more critical since they are trained to solve the difficulties or problems they face with their peers and provide solutions to fix those difficulties in writing recount text. Furthermore, they become more believed in themselves and their peers because they can serve and receive understandable, great, and relevant feedback. As a result, they can do and revise the error in their writing tasks well. Regardless of its helpfulness, the students still found the disadvantages of it. Therefore, the students need additional feedback from other friends and their teacher, so their recount text task will be greater. And later, they get the best learning outcomes.

REFERENCES

- Abbas, M. F. F., & Herdi, H. (2018). Solving the Students' Problems in Writing Argumentative Essay Through Collaborative Writing Strategy. *English Review: Journal of English Education*, 7(1), 105. <https://doi.org/10.25134/erjee.v7i1.1499>
- Ary, D., Jacobs, L., Sorenson, C. and Walker, D. (2014). *Introduction to Research in Education* (9th ed.). Belmont, CA: Wadsworth Cengage Learning.
- Austria B., M. A. (2017). Peer Response as an Effective Writing Strategy. *International Journal of Progressive Education*, 13(2), 95–104.
- Autila, R. (2017). Improving Students' Writing Skill of Recount Text Through Diary Writing. *Tell-Us Journal*, 3(1), 45–54. <https://doi.org/10.22202/tus.2017.v3i1.2527>
- Barnwell, D., O'Malley, J. M., & Chamot, A. U. (1991). Learning Strategies in Second Language Acquisition. In *Language* (Vol. 67). <https://doi.org/10.2307/415153>
- Cheng, K. H., Hou, H. T., & Wu, S. Y. (2014). Exploring students' emotional responses and participation in an online peer assessment activity: A case study. *Interactive Learning Environments*, 22(3), 271–287. <https://doi.org/10.1080/10494820.2011.649766>
- Falchikov, N. (2001). *Learning Together: Peer Tutoring In Higher Education*. Routledge. <https://doi.org/10.22373/l.v7i1.1961>
- Griffiths, C., & Oxford, R. L. (2014). The twenty-first century landscape of language learning strategies: Introduction to this special issue. *System*, 43(1), 1–10. <https://doi.org/10.1016/j.system.2013.12.009>
- Horverak, M. O. (2016). English Writing Instruction Questionnaire: The development of a questionnaire concerning English writing instruction, writing skills and feedback practices. *Nordic Journal of Modern Language Methodology*, 4(1). <https://doi.org/10.46364/njmlm.v4i1.288>
- Huisman, B., Saab, N., van Driel, J., & van den Broek, P. (2018). Peer feedback on academic writing: undergraduate students' peer feedback role, peer feedback perceptions and essay performance. *Assessment and Evaluation in Higher Education*, 43(6), 955–968. <https://doi.org/10.1080/02602938.2018.1424318>
- Huisman, B., Saab, N., Van Driel, J., & Van Den Broek, P. (2020). A questionnaire to assess students' beliefs about peer-feedback. *Innovations in Education and Teaching International*, 57(3), 328–338. <https://doi.org/10.1080/14703297.2019.1630294>
- Knapp, P., and M. W. (2005). *Genre Text Grammar: Technologies for Teaching and Assessing Writing*. Sidney: University of New South Wales Press Ltd.
- Kusumaningrum, S. R., Cahyono, B. Y., & Prayogo, J. A. (2019). The effect of different types of peer feedback provision on EFL students' writing performance. *International Journal of Instruction*, 12(1), 213–224. <https://doi.org/10.29333/iji.2019.12114a>
- Kuyyogsuy, S. (2019). Promoting Peer Feedback in Developing Students' English Writing

- Ability in L2 Writing Class. *International Education Studies*, 12(9), 76. <https://doi.org/10.5539/ies.v12n9p76>
- Liu, N. F., & Carless, D. (2006). Peer feedback: The learning element of peer assessment. *Teaching in Higher Education*, 11(3), 279–290. <https://doi.org/10.1080/13562510600680582>
- Mutch, A., Young, C., Davey, T., & Fitzgerald, L. (2018). A journey towards sustainable feedback. *Assessment and Evaluation in Higher Education*, 43(2), 248–259. <https://doi.org/10.1080/02602938.2017.1332154>
- Noroozi, O., Biemans, H., & Mulder, M. (2016). Relations between scripted online peer feedback processes and quality of written argumentative essay. *Internet and Higher Education*, 31, 20–31. <https://doi.org/10.1016/j.iheduc.2016.05.002>
- Noroozi, O., Hatami, J., Bayat, A., van Ginkel, S., Biemans, H. J. A., & Mulder, M. (2020). Students' online argumentative peer feedback, essay writing, and content learning: does gender matter? *Interactive Learning Environments*, 28(6), 698–712. <https://doi.org/10.1080/10494820.2018.1543200>
- Nurkholijah, & Muhd, A. H. (2020). An Analysis of Causes of Students' Problems in Writing Recount Text. *Journal of English Language Teaching*, 9(3), 470–479. <https://doi.org/10.24036/jelt.v9i3.43717>
- Rachmayani, A., Rifai, A., & Rohadi, T. (2018). Exploring Students' Response To Peer Feedback Strategy in Efl Writing Class. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*, 3(1), 59. <https://doi.org/10.24235/eltecho.v3i1.2810>
- Ruegg, R. (2018). The effect of peer and teacher feedback on changes in EFL students' writing self-efficacy. *Language Learning Journal*, 46(2), 87–102. <https://doi.org/10.1080/09571736.2014.958190>
- Sabti, A. A., Md Rashid, S., Nimehchisalem, V., & Darmi, R. (2019). The Impact of Writing Anxiety, Writing Achievement Motivation, and Writing Self-Efficacy on Writing Performance: A Correlational Study of Iraqi Tertiary EFL Learners. *SAGE Open*, 9(4). <https://doi.org/10.1177/2158244019894289>
- Taheri, H., Sadighi, F., Bagheri, M. S., & Bavali, M. (2020). Investigating the relationship between Iranian EFL learners' use of language learning strategies and foreign language skills achievement. *Cogent Arts and Humanities*, 7(1). <https://doi.org/10.1080/23311983.2019.1710944>
- van Ginkel, S., Gulikers, J., Biemans, H., & Mulder, M. (2015). Towards a set of design principles for developing oral presentation competence: A synthesis of research in higher education. *Educational Research Review*, 14, 62–80. <https://doi.org/10.1016/j.edurev.2015.02.002>
- van Popta, E., Kral, M., Camp, G., Martens, R. L., & Simons, P. R. J. (2017). Exploring the value of peer feedback in online learning for the provider. *Educational Research Review*, 20, 24–34. <https://doi.org/10.1016/j.edurev.2016.10.003>
- Yulianawati, I. (2019). The Role of Self-Efficacy in Students' Writing Ability (A Case Study at Second Grade Students of a Senior High School in Indramayu). *Vision: Journal for Language and Foreign Language Learning*, 8(1), 79. <https://doi.org/10.21580/vjv8i13470>
- Zhu, Q., & Carless, D. (2018). Dialogue within peer feedback processes: clarification and negotiation of meaning. *Higher Education Research and Development*, 37(4), 883–897. <https://doi.org/10.1080/07294360.2018.1446417>