

TEACHER AND PEER FEEDBACK IN ACADEMIC WRITING CLASS: STUDENTS INSIGHTS FOR EFFECTIVE PRACTICE

Honesty Yonanda Ayudhia¹

Universitas Negeri Padang, Padang, Indonesia

e-mail: honestyonandaa@fbs.unp.ac.id

Dian Noviani Syafar²

Universitas Gadjah Mada, Yogyakarta, Indonesia

e-mail: diannovianisyafar@mail.ugm.ac.id

Abstract

Students' writing does not always show significant improvement despite receiving feedback from the teachers in writing class. Furthermore, some challenges faced by teachers and students in the feedback process include limited time for teacher reviewing and for students reviewing the feedback, and the curriculum constraints that must be followed. Most of the previous research focused on one type of feedback and study teacher and peer feedback separately. However, this study shifts the focus toward students' insights and preferences on both types of feedback. Specifically, it explores three areas: students' insights into teacher feedback and peer feedback, and how students integrate and prefer both types of feedback. The population consisted of 205 second-semester students in the English Education Program enrolled in 2024 who had taken a writing subject and had experienced both teacher and peer feedback in the writing process. As sample, 64 students met the research criteria and completed the questionnaire. Data were collected through close-ended questionnaire, developed from Nicol & MacFarlane-Dick (2006) seven principles of good feedback practice. The results were analyzed using percentage. It showed that the students saw the feedback from teacher and peers can complement each other in helping them improve their performance in writing class. They believed that the teacher's feedback as detailed, clear, and reliable while peer feedback can support active learning, collaboration, and critical reflection. Although sometimes the students had conflicting feedback between teacher and peer, they could apply the most useful feedback in revising their work.

Keywords: *Teacher Feedback, Peer Feedback, Academic Writing Class*

1. INTRODUCTION

Academic writing is a crucial skill for university students, especially in English as a Foreign Language (EFL) context. This is since writing is not merely about forming a sentence, but also about structuring thoughts, presenting ideas clearly, and delivering messages effectively to the reader (Hardianti & Sabata, 2025). Good writing skills can show not just a student's intelligence, but also their capacity for critical thinking and logical reasoning (Mayasari & Iswanto, 2025).

Moreover, academic writing enables students to engage in scholarly discussions and show their arguments in a structured and evidence-based manner (Iftanti et al., 2025). Thus, mastering this skill is essential for academic success and future professional communication. Following this idea, one of the factors affecting the quality of students' writing is feedback (Wahyuni, 2017; Zahari et al., 2025) which can be provided either by teachers as teacher feedback or peer feedback in the academic writing class.

Despite the frequent implementation of both types of feedback in academic writing class, the researcher did an informal observation in two writing classes. The result showed that students' writing does not always improve significantly. One of the possibilities of this problem proposed by (Nash & Winstone, 2017) is that no matter how quick, detailed, or high-quality feedback is, it still cannot be effective unless the students actively engage with it. Meanwhile, (Mu & Schunn, 2025) found that the students can rely on the peer feedback if their peer give detailed and helpful feedback. This suggests that the quality of the feedback alone is not enough. It needs to be processed and acted meaningfully by the students. Therefore, gaining insights from students regarding their experiences and preferences with both teacher and peer feedback is crucial to identify strategies that are more effective and practical in academic writing instruction.

Another challenge in implementing feedback is that feedback is not always clearly understood or easily applied by the students. Students may encounter confusion when understanding and interpreting comments from teachers and peers. It is supported by the findings of the research by Syahranti et al., (2023) that students faced a problem in responding to the feedback in their writing class since it is difficult for them to understand it well. This confusion might be caused by some factors such as lack of confidence of the students to clarify the feedback, ambiguous feedback, and differences in the proficiency levels (Cendani & Purnamaningwulan, 2023) . In addition, not all students feel confident about giving peer feedback or receiving peer and teacher feedback (Martin & Sippel, 2024; Nurkhamidah et al., 2024). These factors can hinder the usefulness of

feedback and contribute to the students' performance in writing.

Furthermore, some limitations such as time constraints and curriculum become another serious consideration in conducting feedback in writing class. Limited time also complicates the situation for both teacher and students in giving and understanding the feedback. Teachers are expected to cover some topics within a limited number of meetings. Therefore, providing useful feedback is surely time consuming, and additional time is needed to ensure its effectiveness (Tianotak, 2021). In fact, there is often not enough time for conducting multiple or follow up feedback for the students' writing. This limitation can reduce the impact of feedback, especially when it is only provided once or in generalized way. In the other side, the pressure teachers must meet curriculum goals make them prioritize coverage over the depth implementation of feedback. To deal with this issue, teachers often choose a couple of student errors or choose the most common errors among the students to be discussed and clarified during the class session (Nazmillah et al., 2022).

While previous research has primarily examined feedback from the perspective of instructors or measured outcomes, this study highlights students' insight and preferences as the focus of the research. This study aims to explore students' insight on teacher and peer feedback in an academic writing class. It focuses on three points: (1) students' insights into teacher feedback, (2) students' insights into peer feedback, and (3) how students integrate and prefer both types of feedback. Importantly, this study wants to evaluate whether these feedback practices are truly beneficial and worth continuing in the future classes.

2. LITERATURE REVIEW

In writing classes, two common sources of feedback are teacher feedback and peer feedback. Teacher feedback is usually regarded as more detailed and reliable and has the potential to significantly enhance students' achievement and overall learning outcome when given effectively (Cahusac de Caux & Pretorius, 2024; Jamalinesari et al., 2015). While peer feedback is believed to foster students' autonomy, collaborative learning and increased engagement with the learning process (Shen et al., 2020). A well-structured and supported peer review can help the students to revise and fix the development, organization, and writing quality significantly (Min, 2006). Ideally, these two types of feedback should work hand in hand. When the students receive feedback, especially when it is constructive and specific, they are able to identify both the strengths and weaknesses in their writing and proactively work to improve its quality (Isroyani et al., 2023). However, the effectiveness still relies on how the students perceive, understand, and respond to the feedback from both the teacher and their friends.

Previous studies on feedback in writing instruction have primarily focused on the effectiveness of teacher and peer feedback. However, most of the studies have examined teacher and peer feedback as separate variables. In the context of academic writing, the study from (Putera & Shofiah, 2023) found that teacher feedback which is provided in written form is considered to be practical and clear, but the students do not always perceive the feedback in the way it was intended by the teacher. In addition, the existing research emphasizes the final outcomes of writing after receiving feedback, without exploring the process of how students

receive and applying feedback during writing process (Gan et al., 2021). Study from Wu & Schunn (2021) have shown that feedback has a greater impact on students' writing when it is more specific and provided repeatedly.

To address these gaps, the present study adopts Nicol & MacFarlane-Dick's (2006) Seven Principles of Good Feedback Practice as the conceptual framework. The framework highlights that effective feedback should clearly define what good performance looks like, help students assess their own words, provide high-quality and useful information. Besides it also encourages dialogue between teachers and students, supports motivation and confidence, and offers chances to bridge the gap between current and desired performance. Ultimately, it also helps students become more independent and self-regulated in their learning. These principles are particularly relevant in the WFL writing context, where students often struggle to interpret and apply feedback independently. By applying this framework, this study examines how teacher and peer feedback reflect these principles and how students perceive their usefulness in improving writing performance.

3. RESEARCH METHOD

The population of this study was the second-semester students from English Education Program who enrolled in 2024 and have taken a writing course. These students are considered relevant to this study since they had been introduced to academic writing and were familiar in receiving feedback. From this population, a purposive sampling technique is employed to select participants who have experienced both teacher and peer feedback in writing class. This criterion ensures that the students are familiar with feedback in

writing so that they can provide information and meaningful insights based on their experiences. From 205 second semester students, 64 students meet the criteria and complete the questionnaire.

This study used quantitative data from the close-ended questionnaire to explore the students' insight using Likert scale. The questions are developed based on the theory of about seven principles of good feedback practice from Nicol & MacFarlane-Dick (2006). Those principles are: 1) clarify what good performance is; 2) facilitates self-assessment or reflection; 3) delivers good information to the students about their process; 4) encourages teacher and peer dialogue about the materials; 5) gives motivation and encourages self-esteem; 6) shows the gap between current and desired performance; and 7) provides information to improve and shape the teaching process. Before the main data collection, the questionnaire's validity and reliability were tested with several students from the same program

to ensure clarity and consistency of the items. The collected data were analyzed using simple descriptive statistics, specifically percentage, to describe students' perceptions of teacher and peer feedback in writing.

Furthermore, this study acknowledges the limitation of using a quantitative-only design, as it may not fully capture the depth of students' personal experiences and reflections. Finally, all procedures in this research complied with ethical guidelines, ensuring participants' confidentiality, informed consent, and voluntary participation throughout the process.

4. RESULT AND DISCUSSION

Students' Insights into Teacher Feedback

The first finding of this study focusses on students' insights into teacher feedback. The data show how students perceive motivational impact, clarity and specificity, and affective response. The details of the students' answers can be seen in table 4.1. below.

Table 4.1 Students' Insights into Teacher Feedback

No	Statements	SA	A	DA	SDA
1.	Feedback from the lecturer helps clarify the ideas in my writing.	59.4	40.6	0	0
2.	The lecturer provides specific comments that are easy for me to understand.	59.4	40.6	0	0
3.	I take the lecturer's comment seriously when revising my writing.	60.9	39.1	0	0
4.	Lecturer feedback encourages me to write better.	64.1	35.9	0	0
5.	The lecturer explains the reasons behind each piece of feedback given.	50	50	0	0
6.	The lecturer's comments helped me avoid repeating the same mistakes.	59.4	40.6	0	0
7.	Lecturer feedback supports the development of my academic writing skills.	50	50	0	0
8.	I feel confident after receiving comments from the lecturer.	42.2	54.7	3.1	0
9.	The lecturer gives me enough time to improve my writing based on the feedback.	50	50	0	0

10.	I usually reread the lecturer's comments before revising my writing.	56.3	40.6	3.1	0
-----	--	------	------	-----	---

The findings show that the students generally have very positive insights of teacher feedback in the writing class. For most of the statements, total percentage of both Strongly Agree (SA) and Agree (A) responses reached 100%, showing a strong opinion among students. This result is supported by (Ulfira et al., 2024) that students have a positive perception towards teacher's feedback, both written and oral feedback. In order to simplify the data discussion which is based on the result of the questionnaire in Table. 1 above, students' insights of teacher feedback are grouped into three categories. They have motivational impact, clarity and specificity, and affective response.

In motivational impact category, all items got 100% positive responses. The highest agreement is in statement number four, with 64.1% Strongly Agree (SA) and 35.9% Agree (A), that the lecturer's feedback encourages the students to write better. While 60.9% of the students answered SA and 39.1% answered A to statement number three that the students took the lecturer's comments seriously when revising their writing. These statements followed by the statements number seven that said lecturer's feedback supported the development of the students' writing skill, and statement number nine that said the lecturer gave them enough time to improve writing based on the feedback given. Both statements shared the same percentage, 50% answered SA and 50% answered A. This result suggests that the lecturer's feedback greatly motivates students. It also showed that the students value and take lecturer comments seriously as a way to improve writing. Besides, time allocation for revision is

appreciated but not rated as highly impactful.

In clarity and specificity, students agreed to the statements and gave a positive insight into the lecturer's feedback. Statements number one, two and six received identical results that 59.4% answered SA and 40.6% answered A. These results surely highlight the role of lecturer's feedback in writing help the students to clarify their ideas since the comments from the lecturer are specific and understandable, and it also prevents them making the same mistakes. However, statement number five showed balanced distribution (50% answered SA and 50% answered A) that indicates that the students valued explanations for each feedback. Overall, these findings suggest that the lecturer's feedback should consistently be clear, specific, and understandable so it can help the students to identify parts for improvement and avoid the same mistake.

In the affective response, most students also gave positive insights. Statement number eight that said the students feel confident after receiving feedback from lecturers, had a slightly lower SA score (42.4%) compared to others and some (3,1%) said Disagree (D) for this statement. It indicates that not all students feel confident in writing even though they receive feedback from their teacher. In contrast, statement number ten said the students usually reread the lecturer's feedback before revising scored SA for 56.3%, A for 40.6%, and D for 3.1%, which indicates that students' active engagement with teacher's feedback before making changes in their writing.

Overall, the findings show that lecturer's feedback is highly valued by

the students for its motivational impact, clarity, and emotional support. Students also see teacher's feedback as a strong encouragement to improve their writing as long as the feedback is clear and guide them to engage with it before making changes. This result is in line with the study from (Williams, 2024) that found that effective feedback can give a significant positive influence on students' writing. In addition, feedback is considered effective if it meets the students' needs that cover content, form, and writing aspects such as grammar (Seker & Dincer, 2014). However, not all students feel fully confident after receiving feedback that contrasts with

previous research by (Putu et al., 2024) indicating that teacher feedback enhances students' self-confidence. The different results might be caused by the feedback given is overly critical so it can affect the students' confident (Dea Mahara & Hartono, 2024).

4.1 Insights into Peer Feedback

Table 4.2. presents the result of the questionnaire about students' insights on peer feedback in the writing class including usefulness, emotional and interpersonal aspects, clarity and specificity, and impact on revision and learning on the writing process.

Table 4.2 Students' Insights into Peer Feedback

No	Statements	SA (%)	A (%)	DA (%)	SDA (%)
1.	Peer feedback helps me identify weaknesses in my writing from a different perspective.	33.3	60.3	6.3	0
2.	I feel comfortable receiving criticism from peers.	37.5	56.3	6.3	0
3.	Comments from peers are easy for me to understand.	20.3	65.6	14.1	0
4.	I feel appreciated when peers provide feedback.	28.1	68.8	3.1	0
5.	I often revise my writing based on peer input.	29.7	64.1	6.3	0
6.	Peers provide feedback that is specific rather than merely general.	12.5	73.4	14.1	0
7.	I also learn from feedback I give to peers.	37.5	59.4	3.1	0
8.	I am accustomed to discussing feedback I receive with peers.	34.4	62.5	3.1	0
9.	Peer feedback helps me understand the goals of academic writing	25	67.2	7.8	0
10.	I consider peer feedback as an important part of the writing process.	55.6	44.4	0	0

Based on the data in Table 4.2, students generally show a positive thought toward peer feedback in writing. Across all statements, the majority of the students agree and strongly agree, some students answered disagree, and no responses in the strongly disagreement. The overall agreement rates are still high, indicating that the students see feedback as a valuable and constructive

part in their writing process. Similar results are also found by the study done by (Xiaomeng & Ravindran, 2024), but this study also highlights that giving and receiving feedback many times can leave the students feeling overloaded. So, the frequency of providing opportunities for peer feedback should also be taken into account.

In detail, students' insights on the usefulness of peer feedback show that most of the students agreed that peer feedback is important and valuable in helping them improve their writing. Most of the students (33.3% answered SA and 60.3% answered A) agreed that peer feedback helps them identify weaknesses from a different point of view as seen in statement number one. Then, over half of the students (55.6% answered SA and 44.4% answered A) in statement ten said that peer feedback is an essential part of the writing process. Lastly, statement number nine (25% answered SA and 67.2% answered A) also highlights the usefulness of peer feedback for it can clarify the goals of academic writing. So, it can be said that the students agree that peer feedback can help them to deepen their understanding in processing good writing.

Furthermore, peer feedback also appears to foster positive emotional and interpersonal experiences that can be seen in statement number four and number two. Almost all of the students (28.1% answered SA and 68.8% answered A) felt appreciated when their friends gave them feedback as can be seen in statement number four. Additionally, more than half of the students (37.5 answered SA and 56.3% answered A) felt comfortable receiving feedback in form of critics from peers. It can be said that in general, the students have supportive classroom environment. However, there is a small portion of disagreement from the students answer (6.3% answered D) which indicates that not all students are happy and comfortable with a critique from peers.

Meanwhile, the clarity and specificity of peer feedback got mixed levels of agreement that can be seen from the students answered in statement number three and six. In statement number three, 20.3% of the students

answered SA, and 65.6% answered A that they found peers' comments easy to understand. Meanwhile, 14.1% of the students did not agree with the statement which means that miscommunication or lack of clarity still occurs. In the same page, 12.5% of the students answered SA and 73.4% of the students answered A with the statement that their peer feedback was specific rather than general as can be seen in statement number 6, leaving 14.1% disagreed with this statement. Overall, these results indicate that while most students perceive peer feedback as generally clear and specific, a small portion still experience difficulties in understanding or receiving precise feedback from their peers.

The data also provides findings that peer feedback strongly influences how students revise their writing and learning order to improve their performance in writing. Almost all students (29.7% answered SA and 64.1% answered A) agreed that they revised their writing based on the suggestion from their peers that can be seen in statement number five. In statement number seven, 37.5% of the students answered SA and 59.4% of the students answered A that they also learn something from the feedback they gave to peers, showing that peer feedback also offered an educational experience among the students. In addition, more than half (34.4% answered SA and 62.5% answered A) agreed that they usually discuss the feedback from peers as can be seen in statement number eight. This reflects that peer feedback can provide collaborative learning.

It can be interpreted that peer feedback is seen as an important tool in helping students in improving their performance in writing through reviewing and revising process from peer suggestion, as well as fostering collaborative learning and reflection. In

the study conducted by (Cahusac de Caux & Pretorius, 2024), it was found that peer feedback helped the students to build good relationships, trust each other, and learn together. However, this study also highlights the finding that students feel unsure about receiving feedback from their friends. It can be helped by providing training to enhance trust among the students (Ait Taleb, 2024). Moreover, (Jongsma et al., 2024) suggests that peer feedback dialogue can

help students to get clearer, more nuanced, and more detailed feedback in the implementation of peer review activity in writing class.

4.2 Integration and Preference for Teacher and Peer Feedback

The table below presents findings on how students integrate and prefer feedback from teachers and peers.

Table 4.2 Integration and Preference for Teacher and Peer Feedback

No	Statements	SA (%)	A (%)	DA (%)	SDA (%)
1.	I feel that feedback from lecturers and peers complement each other.	53.1	45.3	1.6	0
2.	I can combine both types of feedback to improve my writing.	40.6	57.8	1.6	0
3.	I tend to follow suggestions from lecturers more than from peers.	39.1	46.9	14.1	0
4.	I feel confused when comments from lecturers and peers contradict each other.	23.4	54.7	21.9	0
5.	I have a strategy for deciding which suggestions to apply.	28.1	67.2	4.7	0
6.	I am open to all kinds of criticism, whether from lecturers or peers.	56.3	43.8	0	0
7.	I believe both types of feedback are important for improving my writing.	64.1	34.4	1.6	0
8.	I prefer receiving feedback from both rather than from only one party.	46.9	45.3	7.8	0
9.	I can make independent decisions from the various comments I receive.	32.8	65.6	1.6	0
10.	I use feedback strategically to achieve my writing goals.	34.4	65.6	0	0

The overall answer from the students related to the integration and preference for teacher and peer feedback in writing class that can be seen in Table 4.3. is generally positive. All students agreed that they are open and expressed willingness to accept comments and criticism from both teacher and peers that can be seen in statement number six. In connection with that statement, a large majority of the students (53.1% answered SA and 45.3% answered A) strongly agreed or agreed that feedback from both teacher and peers can

complement each other. The same number of students (40.6% answered SA and 57.8% answered A) experienced that the combination of both feedback can improve their writing. These findings are further supported by the students' answer in statement number seven and eight. In statement number seven, almost all students (64.1% answered SA and 34.4 answered A) believed that both types of feedback are important for improving their writing. Statement number eight also showed that the students (46.9% answered SA and 45.3%

answered A) also preferred receiving feedback from both rather than from only one party.

Despite this, students also admitted that they face some challenges in facing both teacher's feedback and peer feedback. More than a half of the students (23.4% answered SA and 54.7% answered A) experienced confusion when comments from the lecturers and peers contradict each other. Nevertheless, in statement number three, some students (39.1% answered SA and 46.9 answered A) said that they chose to follow suggestions from lecturers more than peers. In addition, almost all (28.1% answered SA and 67.2 answered A) agreed that they have strategies for choosing which suggestions to follow and all of them believed that they used feedback strategically to achieve their writing goals (Statement number ten). Furthermore, they (32.8% answered SA and 65.6% answered A) also believed that they can make an independent decision from the comments they received from teachers and peers.

From the findings, it can be discussed that almost all students view teacher and peer feedback as an important part of their writing process and both feedback complete each other in improving their writing. This also suggests that students value not only the detailed and reliable review from the teacher, but also the perspectives that come from their peers. Nevertheless, the study conducted by (Zaccaron & Xhafaj, 2024) showed that the students have different reactions in receiving feedback whether the feedback comes from teachers or from peer. The students' preferences to the teacher's feedback can also be seen from the result of the study from previous research that found that teacher feedback is believed to be beneficial for the students for its details and reliability (Cahusac de Caux &

Pretorius, 2024; Jamalinesari et al., 2015). However, by considering the result of this current study, peer feedback should not be overlooked. It offers unique benefits by engaging students in active learning and encouraging them to reflect on their writing critically. To maximize the implementation of the peer feedback as it completes each other to the teachers' feedback, the study conducted by Thirakunkovit & Chamcharatsri (2019) suggested that teachers need to provide specific training related to peer review process. In addition, Husna (2018) also suggests that teachers' control in peer works can help the activities run smoothly, effectively, and efficiently. Besides that, related to conflicting advice, students in this study demonstrated good self-regulation and autonomy by having known which advice should be followed, making independent decisions, and using the review strategically to achieve their goal in writing performance, reflecting the result of the study from (Collins & Raita, 2015).

5. CONCLUSION

This study concludes that the students view both teacher and peer feedback as important and complementary in their writing process to improve their academic writing skill. Teachers' feedback is believed as trusted feedback for its detail, clarity and reliability, while peer feedback provides unique benefits for the students by supporting active learning, collaboration, and critical reflection to their own writing. Despite occasional challenges such as contradictory advice, students can demonstrate autonomy by making independent decisions in choosing which feedback and comment to choose and apply. So, they can use the feedback in improving their writing performance. The findings of this study

suggest that teacher and peer feedback should not be seen as competing practices but as integrated approaches in writing class that can complete each other. Further research is recommended to explore how feedback practices can be adapted across different levels of students and proficiency levels. The findings of this study carry several pedagogical implications. Writing instructors are encouraged to design structured peer review training so that students can provide clearer and more constructive feedback. For future research, a mixed-method or longitudinal design is recommended to explore how teacher and peer feedback evolve over time and contribute to students' long-term writing improvement across different proficiency levels.

REFERENCES

- Ait Taleb, A. (2024). Enhancing Students' Trust in Peer Feedback: The Critical Role of the Preparation Phase. *International Journal of Linguistics and Translation Studies*, 5(4), 162–177.
<https://doi.org/10.36892/ijlts.v5i4.530>
- Cahusac de Caux, B., & Pretorius, L. (2024). Learning together through collaborative writing: The power of peer feedback and discussion in doctoral writing groups. *Studies in Educational Evaluation*, 83. <https://doi.org/10.1016/j.stueduc.2024.101379>
- Collins, S., & Raita, K. (2015). Peer and Teacher Feedback in an English for Specific Purposes Writing Course: Contradictory or Complementary? <https://www.researchgate.net/publication/344203715>
- Dea Mahara, A., & Hartono, D. (2024). The Effect of Corrective Feedback to Improve Students' Motivation in Speaking Skills A Perspective from EFL Learners. *Jayapangus Press Cetta: Jurnal Ilmu Pendidikan*, 7(4). <https://jayapanguspress.penerbit.org/index.php/cetta>
- Gan, Z., An, Z., & Liu, F. (2021). Teacher Feedback Practices, Student Feedback Motivation, and Feedback Behavior: How Are They Associated with Learning Outcomes? *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.697045>
- Hardianti, S., & Sabata, Y. N. (2025). The Effectiveness of The Academic Writing Course on The Writing Techniques of English Language Education Students. *Qalam: Jurnal Ilmu Kependidikan*, 14(1), 62–67.
- Husna, L. (2018). The Implementation of “Writing in Pairs” Based on Students' Perception. *Basis: Jurnal Bahasa Dan Sastra Inggris*, 5(1), 45–54.
- Iftanti, E., Awal, A. S., & Amrullah, L. (2025). Connecting Active Reading and Academic Writing in A Multicultural Context: Strategies for Syllabus and Material Packet Development. *Dinamika Ilmu*, 25(1), 145–164. <https://doi.org/10.21093/di.v25i1.10185>
- Isroyani, L., Mukti, S. R. W., Muti'ain, M., & Jaelani, S. R. (2023). Understanding Impact Feedback on English Writing Ability Among High School Students. *Pendekar: Jurnal Pendidikan Berkarakter*, 1(4), 245–254. <https://doi.org/10.51903/pendekar.v1i4.336>

- Jamalinesari, A., Rahimi, F., Gowhary, H., & Azizifar, A. (2015). The Effects of Teacher-Written Direct vs. Indirect Feedback on Students' Writing. *Procedia - Social and Behavioral Sciences*, 192, 116–123.
<https://doi.org/10.1016/j.sbspro.2015.06.018>
- Jongsma, M. V., Scholten, D. J., Houtkamp, J., Meeter, M., & van Muijlwijk-Koezen, J. E. (2024). Enhancing Trust, Safety and Quality: Exploring the Role of Dialogue in Peer Feedback on Professional Competencies. *Cogent Education*, 11(1).
<https://doi.org/10.1080/2331186X.2024.2349355>
- Martin, I. A., & Sippel, L. (2024). Providing vs. receiving peer feedback: Learners' beliefs and experiences. *Language Teaching Research*, 28(3), 1033–1054.
<https://doi.org/10.1177/13621688211024365>
- Mayasari, E., & Iswanto, J. (2025). The Challenges of Writing: English Education Students at STAI Miftahul Ulum Tanjungpinang. *Sintaksis: Publikasi Para Ahli Bahasa Dan Sastra Inggris*, 3(1), 232–241.
<https://doi.org/10.61132/sintaksis.v3i1.1405>
- Min, H. T. (2006). The effects of trained peer review on EFL students' revision types and writing quality. *Journal of Second Language Writing*, 15(2), 118–141.
<https://doi.org/10.1016/j.jslw.2006.01.003>
- Nash, R. A., & Winstone, N. E. (2017). Responsibility-sharing in the giving and receiving assessment feedback. *Frontiers in Psychology*, 8(SEP).
<https://doi.org/10.3389/fpsyg.2017.01519>
- Nazmillah, N., Hidayat, D. N., Defianty, M., Anita, A., & Muin, A. (2022). A Study of Teachers' Strategies in Providing Feedback in English Writing Class. *Acitya: Journal of Teaching and Education*, 4(2), 339–356.
<https://doi.org/10.30650/ajte.v4i2.3258>
- Nicol, D., & MacFarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199–218.
<https://doi.org/10.1080/03075070600572090>
- Nurkhamidah, N., Lustyantje, N., & Chaeruman, U. A. (2024). Peer Feedback in Academic Writing: Students' Perspectives on Learning and Improvement. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 11(2), 233.
<https://doi.org/10.33394/jo-elt.v11i2.13330>
- Putera, Z. F., & Shofiah, N. (2023). Persepsi Mahasiswa Terhadap Umpan Balik Dosen Pembimbing pada Penyusunan Laporan Skripsi. *Metalingual: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 8(2), 86–94.
- Putu, N., Putri, D. A., Ketut Wardana, I., Ayu, D., Joni, A. W., & Denpasar, U. M. (2024). The Significance of Teacher Correction on Student Confidence and Writing Achievement. *Jurnal Santiaji Pendidikan (JSP)*, 14(1).
- Seker, M., & Dincer, A. (2014). An insight to students' perceptions on teacher feedback in second language writing classes. *English*

- Language Teaching, 7(2), 73–83.
<https://doi.org/10.5539/elt.v7n2p73>
- Syahrianti, S., Gaffar, S., Nur, S., & Daniel, M. C. (2023). Exploring Teacher's Feedback on Students' Writing Skill in Indonesian EFL Classroom. *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa*, 17(1), 47.
<https://doi.org/10.24036/ld.v17i1.121092>
- Thirakunkovit, S., & Chamcharatsri, B. (2019). A Meta-analysis of Effectiveness of Teacher and Peer Feedback: Implications for Writing Instructions and Research. Article in *Asian EFL Journal*, 1(21), 140–170.
<https://www.researchgate.net/publication/331179141>
- Tianotak, U. S. (2021). The Challenges of Peer Feedback in EFL Writing Classroom: Viewed from Students' Perspectives. *English Department of UMMU Journal (EDU Journal)*, 1(2).
<http://www.jurnal.umm.ac.id/index.php/edu>
- Ulfira, N., Jamaliah, J., & Farizawati, F. (2024). Student's Perceptions on Teacher Feedback in Writing Class. *The Journal of English Education*, 01(1).
<http://journal.unigha.ac.id/index.php/JUREE.2024>
<http://journal.unigha.ac.id/index.php/JUREE2024journal.unigha.ac.id.Allrightreserve>
- Wahyuni, S. (2017). The Effect of Different Feedback on Writing Quality of College Students with Different Cognitive Styles. *Dinamika Ilmu*, 39–58.
<https://doi.org/10.21093/di.v17i1.649>
- Williams, A. (2024). Delivering Effective Student Feedback in Higher Education: An Evaluation of the Challenges and Best Practice. *International Journal of Research in Education and Science*, 10(2), 473–501.
<https://doi.org/10.46328/ijres.3404>
- Wu, Y., & Schunn, C. D. (2021). The Effects of Providing and Receiving Peer Feedback on Writing Performance and Learning of Secondary School Students. *American Educational Research Journal*, 58(3), 492–526.
<https://doi.org/10.3102/0002831220945266>
- Xiaomeng, Z., & Ravindran, L. (2024). The Effects of Peer Feedback Provision and Reception on Lower-proficiency EFL Learners' Writing Development. *Studies in Educational Evaluation*, 83.
<https://doi.org/10.1016/j.stueduc.2024.101422>
- Zaccaron, R., & Xhafaj, D. C. P. (2024). Teacher and Peer Feedback on English as an Additional Language Writing: The Role of Social Representations. *Profile: Issues in Teachers' Professional Development*, 26(1), 49–64.
<https://doi.org/10.15446/profile.v26n1.107196>
- Zahari, M., Marini, A., Safitri, D., Dewiyani, L., & Muawanah, U. (2025). Optimizing student writing performance in higher education: A quantitative study of teacher feedback and classroom environment. *Social Sciences and Humanities Open*, 11.
<https://doi.org/10.1016/j.ssaho.2025.101286>