
I-Check: The Power of Peer - Feedback in Improving the Writing Skills of College Students

Casamiro G. Dumrique, Jocelyn R. Baingan, Luzviminda A. Antonio and Shella D. Dela Cruz

Cagayan State University – Piat Campus, Philippines

Corresponding Author: Casamiro G. Dumrique ✉ casamirodumrigue730@gmail.com

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ABSTRACT

This study examines the impact of peer -feedback on the writing abilities of first-year Bachelor of Secondary Education (BSE) English majors at Cagayan State University, Philippines. The study employed a mixed-methods approach, combining both qualitative and experimental methods, whereby the pre-test, post-test, and three peer feedback were used to determine improvement in the various writing skills, including grammar, unity, coherence, organization, spelling, and punctuation. Qualitative data from interviews explored students' notable experiences in doing peer review. This shows that there have been notable improvements in their writing performance on these skills that were identified. This study provides support to the need for peer feedback as an effective tool for better writing skills, reduced teacher load, and collaborative learning. The findings contribute to literature on collaborative learning and provide practical implications for writing instruction.

Keywords: *Peer - feedback, collaborative learning, writing skills, writing instruction*

INTRODUCTION

The ability to write effectively is a must for all students. All subjects in both high school and college, now require a reaction paper, reflection paper or at least an essay as part of students' task or assessment in a subject. It is then a basic skill that is undeniably needed for academic success.

Mastering the complexities of writing can be challenging for students, as it involves the integration of various cognitive processes such as organizing ideas, adhering to grammatical conventions, and conveying clear arguments. According to Tusyanah et.al. (2019) writing is a basic skill where learners must use their knowledge of the language, such as grammar, punctuation, spelling, and many more

One of the most important aspects of teaching English is evaluating students' performance in writing classes. To help students get better in writing, teachers should be able to pinpoint their areas of strength and weakness and offer insightful criticism.

Traditional methods of writing instruction often rely on teacher feedback. This feedback from the teacher plays an important role in helping students learn. However, timely feedback to large numbers of students, can be a very difficult on the part of the teachers especially when they have many sections of a class or large classes.

Teacher workload in checking students' outputs may be reduced, and students may receive detailed and immediate feedback, by considering the use of peer editing as an alternative or additional method for providing feedback. Modern pedagogical approaches emphasize the importance of peer- feedback as a complementary strategy for improving students' writing skills.

Peer feedback refers to the process where students review each other's work and provide constructive comments aimed at enhancing the quality of writing. This constructive collaborative learning skill not only enables

learners to identify each other's weaknesses but also assists learners to think critically about their own learning. This enables learners to become more critical readers of their own writing. This improves their ability to revise and edit what they have written.

Studies have indicated that peer feedback has the potential to make considerable improvements to writing, as it provides various points of view on the given piece. It stimulates a sense of responsibility and boosts confidence, thus enhancing an interactive learning process. Additionally, when students receive feedback from peers, they often feel more comfortable and receptive compared to teacher feedback, as the process feels less hierarchical. More interestingly, previous research indicates that students gain more from receiving comments from multiple peers than from a single teacher (K. Cho & Schunn, 2007). Additionally, learning is improved and students' ideas and knowledge about writing and subject matter are expanded when they actively participate in the reciprocal process of peer-feedback.

This study investigates how peer feedback affects students' writing abilities. It looks at how this strategy works to improve writing specifically in organization, coherence, grammar, spelling, and punctuation.

Statement of the Problem

The purpose of this study is to examine the effect of peer - feedback on the writing skills of first year BSE- English major students of Cagayan State University. Specifically, the study aims to address the following research questions: (1) What is the performance of the students in writing before and after the use of Peer feedback along; (1.1) Grammar (1.2) Unity (1.3) Coherence (1.4) Organization (1.5) Mechanics (i) Spelling (ii) Punctuation (2) Is there a significant difference on the performance of the students in writing before and after the use of peer feedback? (3) What are the notable experiences students meet in doing peer feedback?

MATERIALS AND METHODS

This study employed the mixed - method using experimental and qualitative designs. The experimental phase of the study where performance of students in writing was measured was conducted through the Pretest -Post test method, while the qualitative part of the study where the researchers gather data on the experiences of the students in doing peer-feedback were gathered through an interview.

This study was conducted to the first year BSE- English majors of the College of Teacher Education who are enrolled in ELP subject, where writing as a macro skill is being taught, at Cagayan State University Piat, Campus. Total enumeration was used for this purpose.

This study utilized Argumentative essays as main instrument. They were used in pre-test, peer-feedback sessions and in the post -test. Over all, there were five essays written by the students focusing on the following:

1. Importance of casting your votes in May Mid-elections(pre-test)
2. Legalization of divorce in the Philippines (feed-back session)
3. Facebook addiction among students (feed-back session)
4. The use of Chatgpt in the classroom (feed-back session)
5. Quality/ies of candidates you will vote in May Mid-election

An interview was conducted after the post-test to elicit the experiences of the students in doing peer-feedback.

The following are the questions in the interview:

1. Which area did you focus on during the peer-feedback activity?
2. Which among the writing areas did you find difficult to edit? Why?
3. Based on your experience, what are the advantages/disadvantages of peer editing?
4. How do you feel towards peer-editing?
5. Do you think peer editing helped you in improving your writing abilities? Why?
6. Would you like peer -editing to be included in your classroom writing activities,

This study was conducted following the I-CHECK, an acronym coined by the researchers to represent the essence and the activities for the peer-feedback sessions. I- CHECK stands for: I - Investigating, C - Collaborating, H- Helping, E- Evaluating, C- Comparing K- Knowledge improvement

The study started with the Pre -test (I- INVESTIGATING) in order to gather data on the performance of the students in writing an essay before the peer-feed-back Then the essay was checked by the researchers using the rubric in writing and scoring systems for grammar, unity, coherence, organization, spelling, and punctuation.

After the Pre-test, the first PEER-FEEDBACK sessions started. The students were asked to write their first argumentative essay. After writing, the students were instructed to pair with a classmate and exchange work. The researchers explained that the pair checks each other's work and discuss their errors in grammar, unity, coherence, organization, spelling and punctuation. This part of the research represents C - COLLABORATING and H- HELPING.

After the paired feedbacking, the students were instructed to group themselves into four (7 members in a group). It is in the group where students can continue E - EVALUATING their classmate's work and discuss and agree how the errors can be checked. They can also do COMPARING of work to come up with better output. After the group - peer -feedback session, the students were asked to rewrite their work and pass their outputs to the researchers. Both the first draft and the final outputs were required to be passed.

To ensure adequate skill in peer -feedback, the students were subjected to three peer feedbacking sessions, with different essay questions each session.

After three sessions, the Post Test was administered. The post - test was checked by the researchers using the rubric and scoring system, the result of which was compared to the result of Pre -test when the students have not been

exposed to Peer-feedback sessions. This part of the research represents K -KNOWLEDGE IMPROVEMENT.

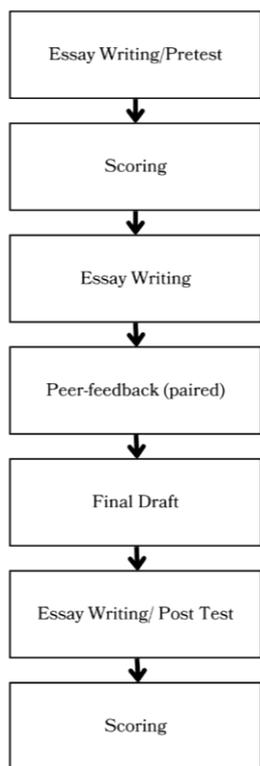


Figure 1. Summary of the Data Analysis Procedure for Pretest and Post-Test Performance.

Data was treated using appropriate tools. Means and T-test were used to determine the overall performance of the students in the Pretest and Post test.

RESULTS AND DISCUSSION

Performance of the Students in Writing Before the use of PEER - FEEDBACK along Grammar, Unity, Coherence, Organization, Spelling and Punctuation

Table 1. Frequency and Percentage Distribution of the Pre - Test Scores of Students in Writing before the Use of PEER FEEDBACK along; Grammar, Unity, Coherence, Organization, Mechanics.

Score	Grammar		Unity		Coherence		Organizati on		Spelling		Punctuatio n	
	f	%	f	%	f	%	f	%	f	%	f	%
1	4	14.3	3	10.7	3	10.7	10	35.7	2	7.1	4	14.3
2	21	75.0	19	67.9	21	75.0	15	53.6	9	32.1	16	57.1
3	3	10.7	6	21.4	4	14.3	3	10.7	16	57.1	7	25.0
4	0	0	0	0	0	0	0	0	1	3.6	1	3.6
Total	28	100	28	100	28	100	28	100	28	100	28	100

Table 1 shows the frequency and percentage distribution of students in terms of their writing ability in the pre -test. It shows the pre-test scores of the students in different areas in writing namely grammar, unity, coherence, organization, spelling, and punctuation. The pre-test scores reveal that the students performed well in spelling, with mean score significantly higher than other areas like grammar. Many students scored 3 or 4 out of 4, indicating good spelling skills.

This good skill in spelling can be attributed to the fact that Filipino students are constantly exposed to English through media, the internet, and social platforms. According to David (2004) informal learning through exposure to English content outside formal education reinforces their literacy skills, including spelling...

Punctuation scores achieve a mean of 2.18, placing it second highest, with a significant portion of students (57.1%) scoring a 2. This indicates a reasonable level of punctuation skill, though not as strong as in spelling.

These results of punctuation ability, which placed these students only slightly lower than spelling ability, correlate with the research made by Arquiola et al. (2022). This research showed that Filipino ESL students have a higher punctuation ability than Thai EFL students due to exposure to the English language in the students' academic and real-life environment. This has proven the significance of the language environment in developing punctuation skills among students, as it is shown that exposure to the correct punctuation of the English language is essential in helping the students learn how to punctuate the language correctly. Moreover, other contributing factors might affect the outcome of the results.

The students performed somewhat lower in the domain of Unity, as the mean score achieved is 2.11. This makes the position of this domain third in the list of aspects of the student writing. The fact that 67.9% of the students scored at level 2 indicates that the students have some knowledge of how to stay focused on the theme and how

to create a focal point in the work of writing. The presence of such a large percentage of students (21.4%) at the third level indicates that some have stronger knowledge in the domain of unity, suggesting that the students need to work on ways to cohesively organize their ideas in the work of writing.

Many studies point to the difficulties that students have in trying to achieve unity within their writing. For example, one research study conducted by R. E. Smith in 2018 entitles, "The Impact of Structured Writing Instruction on Student Writing Ability." This particular study ascertains that students often fail to maintain focus and a sense of direction throughout their writings because they have not learned how to properly interlink their various ideas.

Additionally, a study by Johnson and Lee (2020) observed that students frequently fail to articulate their main ideas clearly, leading to a loss of coherence and unity in their writing. On the one hand, these results indicate that the students' moderate performance in the unity/content aspect of their writing could be attributed to insufficient instruction emphasis placed on building on a central idea, as well as their complexity in presenting cohesiveness in their different writing components.

The table indicates that the mean score for understanding the skill of "coherence" is 2.04, which is number four among all the evaluated writing skills. Even though the greater number of students, 75%, scored at level 2, which translates to mean that students had a moderate understanding of this skill, the lower scores compared to other skill sets indicate that students performed poorly in this skill set compared to others, such as grammar or unity, where the number of students scoring at level 3, i.e., 14.3%, stands lower compared to other skill sets.

This relatively lower performance in coherence is consistent with findings from previous research that indicate students' difficulties in achieving logical flow and clarity in their writing. For instance, a study by Johnson and Lee (2020) on "The Role of Coherence in

Student Writing: A Study of Undergraduate Essays" demonstrated students' difficulties in logically connecting ideas to lead their readers through their arguments effectively. Another study, by Smith (2018), "Coherence in Student Writing: An Analysis of Error Patterns," identified irrelevant information and lack of transition words between ideas as common errors in coherence. These studies all point to a possible explanation for the students' relatively lower performance in coherence: either there has been a lack of explicit teaching regarding the development of clear connections of ideas and creating a logical sequence in their writing. Targeted intervention addressing these gaps should help improve students' coherence in their writing.

Grammar, according to the average score of 1.96, is the fifth in the list of writing skills among those assessed. Although the majority (75%) of the students scored a level 2, indicating a moderate understanding of grammatical rules, this mean score falls below scores for spelling, punctuation, unity, and coherence. In other words, although the performance of the vast majority of the students showed an awareness of grammatical rules, this knowledge is inconsistent in application and mastery. A fairly sizable percentage, 14.3%, received the lowest level (1), indicating a large gap in fundamental grammatical knowledge among a segment of the students.

This relatively low performance in grammatical knowledge can be justified, especially with findings based on research about how students use their knowledge of grammar in writing skill performance. Literature such as "The Role of Grammar in the Writing Curriculum: A Review of the Literature" by Debra Myhill et.al (2019) points out how students demonstrate errors related to grammar, such as problems with subject-verb agreement, problems with tense use, and pronoun errors, based on various reasons such as faulty teaching and practice, learning differences, and lack of exposure to grammatically correct texts read by students. Improved teaching and practice, as well as exposure to grammatically correct texts, are important factors that

should be considered in fostering students' grammatical knowledge and skill performance.

From the table, it is clear that the students were least proficient in the area of organization while answering the pretest for writing. This is where the students were lacking, which is in the structuring of ideas. This is in line with the research, which states the following in a study titled "Exploring the relationship of organization and connection with scores in integrated writing assessment" by Lia Plakans and Atta Gebril, "Organization and coherence were both significant predictors of the writing score, with writing scores reflecting both organization and coherence." This research suggests that students who struggle with organization may also struggle with connecting ideas logically, which a crucial aspect of effective is writing. Thus, organization is often a challenging aspect of writing for students, particularly in the early stages of their writing development.

Table 2. Frequency and Percentage Distribution of the Total Pre-test Scores of Students in Writing Ability

Score	Frequency	Percent
0-4	0	0
5-9	2	7.1
10-14	22	78.6
15-19	4	14.3
20-24	0	0
Total	28	100.0
Minimum	9	
Maximum	17	
Mean	12.50	
Std. Deviation	2.099	

Table 2 shows the total Pre-test scores of students writing ability. The average pre-test score was 12.50, which also falls within the "good", where students' scores fall between 10 and 14. This "good" performance suggests that the students had a foundation in writing before participating in the research study. This "good" performance reflects the English instruction that the students received specifically in English Writing. Writing essays, whether for classroom formative assessment or for summative assessment is very common in English classes, making them exposed to this kind of test. Thus, being able to write a "good" one for the purpose of this study is expected.

Performance of the students in writing after the use of PEER FEEDBACK along; Grammar, Unity, Coherence, Organization, Spelling and Punctuation

Table 3. Post-test scores of the students in writing after the use of PEER FEEDBACK along; Grammar, Unity, Coherence, Organization, Mechanics

Score	Grammar		Unity		Coherence		Organization		Spelling		Punctuation	
	f	%	f	%	f	%	f	%	f	%	f	%
1	0	0	0	0	0	0	0	0	0	0	0	0
2	3	10.7	1	3.6	3	10.7	2	7.1	1	3.6	3	10.7
3	20	71.4	17	60.7	18	64.3	18	64.3	9	32.1	16	57.1
4	5	17.9	10	35.7	7	25.0	8	28.6	18	64.3	9	32.1
Total	28	100	28	100	28	100	28	100	28	100	28	100
Mean	3.07		3.32		3.14		3.21		3.61		3.21	
Std. De	0.539		0.548		0.591		0.568		0.567		0.630	
Minimum	2		2		2		2		2		2	
Maximum	4		4		4		4		4		4	

Table 3 presents the post test scores of students. The post-test results show a significant improvement in writing skills compared to the pre-test. The post-test data reveals a substantial improvement in spelling scores, rising from a mean of 2.57 in the pretest to 3.61 in the post-test.

This significant increase, moving spelling from a middling performance to the highest scoring writing skill, strongly suggests the effectiveness of the implemented peer feedback sessions. The shift suggests not only an improvement in average scores, but also an increase in the distribution of higher scores among the students.

This is a marked improvement in spelling, and this finding is consistent with the study emphasizing the effectiveness of peer feedback in promoting improved writing mechanics. The study "Peer Feedback: A Review of the Literature" by Nicola Yorke (2020) and similar studies have found that peer review improves writing quality to a great degree. Although it is unclear whether this particular study specifically looked at "spelling," the fact that there is an overall improvement in writing quality indicates the effectiveness of peer learning.

Additional to that, other research works related to the paper "The Effects of Peer Review on Student Writing" by B.T. Johnson (2018) stress that the actual involvement of reviewing another student's work increases the

understanding of the grammatical or mechanical elements of the writing. The improved scoring of the subject of spelling highlights the actual improvement through peer review as well as the additional understanding of the subject that is created by reviewing other students' works. The rise of the subject of spelling to the top-scoring subject of writing highlights the actual improvements created by peer review.

Moreover, from the post-test results, a significant improvement is noted in the measure of student writing unity, as reflected by an increase in the average value from 2.11 in the pretest to 3.32 in the post-test. The significant improvement in student writing unity indicates a significant improvement in students' writing skills, as it shifted to become one of the top three skills.

The enhancement of unity in student writing, which this paper sought to address by incorporating peer feedback sessions, resonates well with other research findings on collaborative writing and peer feedback. Anthony J. Onwuegbuzie and Nancy Johnson's "Collaborative Writing: A Review of Research" (2020) reveals how peer feedback increases awareness of the student's writing strengths and weaknesses, including "the coherence and focus of ideas."

Moreover, the results from the post-test scores indicate substantial improvement with regard to the organization of texts from 1.75 to 3.21 and punctuation from 2.18 to 3.21. These show considerable improvement, especially with regard to organization, which experienced the greatest improvement of all. While both organization and punctuation display considerable improvement, organization at fourth position points to a greater impact of the peer feedback intervention.

These improvements strongly indicate the presence of the effectiveness of feedback as part of the peer feedback process, particularly in the improvement of the structural and mechanical features of writing. Research as exemplified in the topic "Peer Feedback: Enhancing Student Writing," by Robert DiYanni (2017), has

persistently demonstrated the benefits of peer feedback in the improvement of the quality of the compositions of students in the different skill areas of writing. Although the research did not measure the impact of the feedback on the improvement of the organization of ideas and punctuation specifically, it did show the opportunity that the students got to tackle the feedback process, specifically addressing the structural facets of argumentation and punctuation. The major improvement in the organization of ideas and punctuation clearly illustrates the positive impact of the feedback process on the mechanical features of writing.

Post-test data suggests that coherence has significantly improved, with the mean score increasing from 2.04 in the pretest to 3.14 in the post-test. This increase represents a vast rise over that of the pretest and means that through peer feedback, students learned to connect ideas logically and smoothly in their written work. In other words, the increase indicates a marked enhancement in the overall flow and clarity of the written output, moving coherence in an upward direction regarding higher levels of proficiency.

The improvement in coherence that is displayed after these peer feedback sessions fits within research that has been established with regards to the benefits that peer review can provide for student writing instruction. For example, within a study that was published under the name, "The Effects of Peer Review on Student Writing" by B.T. Johnson, it is evident that peer review is a successful approach that allows students to improve the quality of their work by promoting different perspectives within their writing. The finding is that peer feedback promotes a level of investigation into logical relationships within student writing, as well as the clarity that is displayed with regards to transitioning, as well as a discussion upon the flow that is exhibited within their work.

From the results obtained in the post-test, it is clear that there is a significant enhancement in the grammatical skills of the students, as the mean has improved considerably from 1.96 in the pretest to 3.07 in the post-

test. This is an indication that the peer feedback sessions were quite effective in helping the students enhance their grammatical skills.

This improvement is well in line with the research conducted on the effectiveness of peer feedback in the improvement of various aspects of writing, including grammar. This result is in line with what "Peer Review: A Critical Review of the Literature" Partwick Hatwell.et.al stated in 2019. The peer feedback sessions were observed to improve the quality and accuracy of writing.

It is not easy to identify a study that focuses specifically on the improvement of grammar among learners through peer feedback; however, a general understanding of the subject suggests that peer review will impart knowledge on grammatical errors and correct chances among learners. A review of the grammar aspect in one another's work is likely to enhance the overall awareness of grammatical errors and solutions. A remarkable improvement in the overall scores related to grammar suggests that the peer feedback sessions provided a learning platform where the learners learned from one another's errors and upped their own grammatical correctness.

Table 4. Total Post-test scores

Score	Frequency	Percent
0-4	0	0
5-9	0	0
10-14	1	3.6
15-19	16	57.1
20-24	11	39.3
Total	28	100.0
Minimum	14	
Maximum	24	
Mean	19.57	
Std. Deviation	2.426	

Table 4 shows the total score of the students based on their post-test results. From the results, it is evident that the students' scores improved as their overall score increased with a mean of 19.57. This demonstrates a remarkable improvement in their writing abilities.

Looking at the scoring scale, the pre-test showed that most of the students scored in the 'good' category. However, as seen in the post-test, there is a clear move

towards the 'very good' category, with some even managing to get an 'excellent' grade. This, therefore, is a clear indication that the students have improved their writing skills significantly.

This marked improvement is largely due to the peer feedback sessions. The feedback has enabled the students to recognize and address their weaknesses, as evidenced by the marked variation in the results, moving from 'good' to 'very good' scores in this case. The peer learning process has been instrumental in improving the students' understanding and rendering of the writing skill. The students' understanding and rendering of the skill have been improved by the peer learning process. The students have been able to recognize their weaknesses through the three sessions in the writing of essays and the need to edit as witnessed by the following assertion by the students: Because they knew their classmates will really check their outputs in dyads and in the group, they have been careful of writing their essays. Also, they have noted of the previous comments and corrections of their classmates and applied them in their next writing activities

Difference in the performance of the students in writing before and after the use of peer feedback.

Table 5. Analysis of Difference between the PRE-TEST and POST-TEST scores of the students in every Category: Grammar, Unity, Coherence, Organization, Mechanics.

Mechanics	Category	Mean	t-value	p-value	Decision
Grammar	Pre-test	1.96	-8.549	0.000	Reject Ho
	Post-Test	3.07			
Unity	Pre-test	2.11	-8.704	0.000	Reject Ho
	Post-Test	3.32			
Coherence	Pre-test	2.04	-9.316	0.000	Reject Ho
	Post-Test	3.14			
Organization	Pre-test	1.75	-13.447	0.000	Reject Ho
	Post-Test	3.21			
Spelling	Pre-test	2.57	-5.700	0.000	Reject Ho
	Post-Test	3.61			
Punctuation	Pre-test	2.18	-5.484	0.000	Reject Ho
	Post-Test	3.21			

The data from Table 5 shows a clear difference between the pre-test and post-test scores for students in various

writing categories, including grammar, unity, coherence, organization, spelling, and punctuation. In each category, the mean scores in the post-test are significantly higher than those in the pre-test. For example, grammar scores improved from a mean of 1.96 in the pre-test to 3.07 in the post-test, indicating a marked enhancement in students' grammar skills after receiving peer feedback.

The statistical analysis shows the t-values are higher in all categories; that is the difference in the pre-test and post-test is statistically significant, proving that the peer feedback session positively influenced the students' writing skills; therefore, the null hypothesis is rejected.

Overall, the findings of the study show that the use of peer feedback improved students' performance in all areas considerably. The increase in the mean score undertaken by the students in the post-test as opposed to the pre-test shows that the students did not only get better at grammar but unity, coherence, organization, spelling, and punctuation as well. All these indicate that peer feedback is an essential tool in the improvement of writing skills among college students.

Table 6. Analysis of the Difference between the Pre-test and Post-test scores of the students.

Category	Mean	t-value	p-value	Decision
Pre-test	12.50	-14.339	0.000	Reject Ho
Post-Test	19.57			

Table 6. presents a statistical comparison of the overall writing scores from the pre-test and post-test. The pre-test mean score was 12.50, while the post-test mean soared to 19.57. This substantial difference of 7.07 points indicates a significant improvement in the students' writing abilities after the intervention.

The t-value of -14.339 and a p-value of 0.000 show a highly significant difference between the pre-test and post-test scores. The extremely low p-value (less than 0.05) rejects the null hypothesis. This statistical finding strongly supports the conclusion that the intervention was effect.

What are the notable experiences students meet in doing peer feedback?

This research also gathered qualitative data focusing on the notable experiences of the students in doing peer-feedback. The data were gathered through an interview.

1. Which area did you focus on during the peer-feedback activity?

One data gathered was which area in writing would students usually focus in editing. A large number of students contend that looking into the grammar errors especially in Subject and Verb Agreement was the first thing they do when given a paper to edit. According to the students when subjected to peer editing, they often check grammar first because grammar errors are the easiest to spot since they have learned the grammar rules. Grammar rules – like subject-verb agreement, tense consistency, and sentence structure – are taught early and practiced often, making them more confident in identifying mistakes in this area.

On the other hand, coherence was the least priority to edit among the students. According to them, checking coherence in the essay needs a lot of time and expertise. Checking coherence during peer editing is difficult because coherence deals with the logical flow and connection of ideas, not just individual sentences. Unlike grammar mistakes, which are usually easy to spot because they are rule-governed, coherence requires the editor to understand the writer's overall argument or story and judge whether the ideas are arranged logically and clearly.

2. Which among the writing areas did you find difficult to edit? Why?

The interview with the students revealed that unity is the most difficult area for them to edit. Unity in writing means all details in the essay must talk about the central idea. This means to say that students must provide specific details in the topic they were required to write. It should be noted that the structure used in writing the essays is the PREP method, where; P= point; R= Reasons; E= Explanation; P=reiteration of Point. This structure

relies heavily on content because students need to provide evidence to support their point. Students admitted that they may know the topics, but may have difficulty in confirming the truthfulness of the evidence presented in the essay especially during the time of editing.

3. Based on your experience, what are the advantages/disadvantages of peer editing?

This is because the interview conducted among the students showed that there are numerous advantages to peer editing. For one, peer editing can be useful in improving one's writing skills since it gives other pupils the opportunity to receive feedback on their writing. This makes it possible for them to identify areas that need improvement. Secondly, through peer editing, one has an opportunity to learn how to apply writing techniques they are not yet familiar with. Furthermore, peer editing can be useful since it gives one the opportunity to develop one's editing skill. This is because one learns not only to improve their own writing but also to be keen on the mistakes other people make. Finally, peer editing gives one the opportunity to give suggestions that can be acted on immediately. This is important since it gives the pupil complex feedback that can be acted on immediately. This ensures that quick learning takes place. Also, peer editing assists the student to identify the mistakes that he/she might have missed themselves. This is due to the fact that peers are able to spot the errors that were missed. Lastly, peer editing helps to promote collaborative learning. The students share ideas and knowledge with one another. In the end, all the students benefit from the learning process.

Nevertheless, the students managed to point out some of the disadvantages attributed to peer editing. To begin with, one disadvantage is the bias associated with peer editors. It is possible that the students working in such small groups could be biased towards certain individuals. This could cause some unfair treatment or favoritism, thus affecting the outcome of the processes. Furthermore, it could be realized that peer editing is time-consuming. The need to critique the work of fellow students could interfere significantly with time schedules. Moreover,

some individuals could be uncomfortable critiquing the work of a close associate or a fellow individual. This could go beyond discomfort to create a wide amount of apprehension associated with critiquing the work of individuals considered intelligent and skilled writers. Finally, the lack of sufficient knowledge could act as an impediment to the process. Some individuals could lack the requisite skills to address the writing of their fellow students, which could be quite ineffective. This could Misguide the writer.

4. How do you feel towards peer-editing?

In data collected among 28 students, 26 claimed that peer editing is fun. Probably the reason for that is because in the process of peer editing, students get to collaborate with other people's ideas, get constructive feedback, and learn how to improve their writing. As explained by Gökçe Kurt and Derin Atay in a research article titled "The effects of peer feedback on the writing anxiety of prospective turkish teachers of english" (2007), peer feedback encourages active student participation and raises the pleasure and performance levels of performing the actual writing. However, two students have shown some fear about the process. This fear results because of the judgment over the quality of the judgment and criticism given out from the peers. However, as supported by the research done by Yong Wu and Christian D. Schunn (2020) In the study entitled "The Effects of Providing and Receiving Peer Feedback on Writing Performance and Learning of Secondary School Students", the researchers discuss the issue of peer feedback in the educational field, focusing their attention on how peer editing causes anxiety to students. The study reveals that the students are usually afraid of providing peer feedback as a result of citing their inability to accurately evaluate their peers and giving them negative evaluations.

5. Do you think peer editing helped you in improving your writing abilities? Explain your answer.

All 28 students answer "yes" when asked if they believe that peer editing helps improve their ability to write well.

From what the students themselves mentioned, it is clear that peer editing actually helps students to make their writing process easier, as students are able to spot their errors better and can be more confident with their writing improvement as they receive feedback from their peers. This is supported by the study conducted by Sirikarn Kuyyogsuy (2019) titled Promoting Peer Feedback in Developing Students' English Writing Ability in L2 Writing Class, with the results having proven "the students improve their writing efficiency through having positive reflection towards peer feedback." In this study, it is noted that peer feedback actually motivated the students to double their effort and interest in making and enjoying their writing process, thus benefiting students with effective and good output from their writing activities. Moreover, written reflections helped students to emphasize the fruitful advantages of adopting peer feedback: namely, an advanced understanding of the writing process; the development of affective strategies; the enhancement of reflective and critical thinking; and social interaction. Moreover, peer feedback encouraged learner autonomy: it created the possibility to write more frequently and more accurately.

6. Would you like peer -editing to be included in your writing activities?

All the 28 students agreed to include the application of feedback as one of the activities in class, especially when it came to writing. All the students responded well due to their interest in collaborative learning and developing their writing skills through the support of peers. This is also validated by the literature indicating the significant benefits associated with the application of feedback in the process of learning. Many researchers have agreed that feedback is an effective hands-on learning experience, where students can assume the role of both the authors and the end receivers of feedback on the task undertaken by their peers (Hansen & Liu, 2005; Lam, 2010). More importantly, the literature indicates that feedback is one of the most beneficial tools for the development of L2 writers, highlighting the timely and informative support offered by the process (Lu & Law, 2012; Reynolds, 2009).

Notably, the literature in L2 contexts indicates that the application of feedback is one of the most effective tools for the development of the self-awareness, confidence, and motivation of the students (Hirose, 2008; Orsmond, 2013; Orsmond, Bliss, & Atherton, 2013; Farrah, 2012; Min, 2016; Hu, 2005; Lam, 2010). Additionally, through peer feedback, students become more autonomous learners by practicing critical reflection, evaluating peer suggestions, and justifying their own writing choices (Liu & Carless, 2006, as cited in Brusa & Harutyunyan, 2019).

CONCLUSIONS AND RECOMMENDATIONS

The result of the study confirmed that peer - feedback significantly improved the writing skills of the students along Unity, Coherence, Grammar, Organization, Spelling and Punctuation. Since it is seen as an effective strategy, it is strongly recommended that peer-feedback, following the I CHECK process be adopted as an alternative strategy to improve the skills of students in ELP particularly in writing argumentative essays.

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