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

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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. Employing a mixed-methods approach (experimental and qualitative), the study utilized a pre-test/ post-test design to assess improvements in the different writing areas - grammar, unity, coherence, organization, spelling, and punctuation after three peer feedback sessions. Qualitative data from interviews explored students' notable experiences in doing peer review. Results indicate significant improvements in their writing performance specifically on the skills identified in the study. This study supports peer feedback as powerful strategy in enhancing writing skills, reducing teacher workload, and fostering 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 collaborative learning technique not only helps students

identify weaknesses in their peers' writing but also fosters critical thinking and self-reflection. Engaging in peer feedback allows students to approach their own writing more critically, thereby improving their ability to revise and edit their work effectively.

Research has shown that peer feedback can lead to significant improvements in writing by offering multiple perspectives and creating a more interactive learning environment. It encourages a sense of responsibility, builds confidence, and promotes active learning. 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

Research Design

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.

Sampling Technique

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.

Research Instruments

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,

Data Gathering Procedure

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.

Analysis of the Data/ Statistical treatment

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.

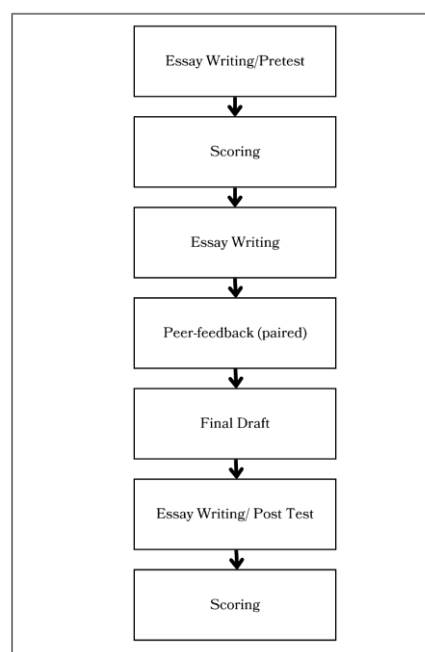


Figure 1. Summary of the Data Analysis Procedure for Pretest and Post-Test Performance.

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		Organization		Spelling		Punctuation	
	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.

The relatively strong punctuation skills demonstrated by these students, second only to spelling, align with the findings of Arquiola et al. (2022). Their study showed that Filipino ESL students exhibit better punctuation skills than Thai EFL students due to increased exposure to English in academic and daily life. The study highlights the crucial role of language environment in developing punctuation skills, suggesting that consistent exposure to correctly punctuated English text contributes significantly to a student's ability to use punctuation correctly. Other factors, such as teaching methods and individual learning styles, would also influence the overall results.

The students scored relatively lower in the area of Unity, achieving a mean score of 2.11, which places it third among the assessed writing aspects. With 67.9% of students scoring a level 2, this suggests that while they have a moderate understanding of how to maintain focus and develop a central idea in their writing, there may be inconsistencies in ensuring that all parts of their writing contribute to this central theme. The notable number of students (21.4%) scoring a level 3 indicates that some students exhibit a stronger grasp of unity, but the overall performance reflects a need for improvement in organizing their ideas cohesively throughout their writing.

Several studies highlight the challenges students face in achieving unity in their writing. For instance, a research study by R. E. Smith (2018) titled "The Impact of Structured Writing Instruction on Student Writing Ability" found that many students struggle with maintaining a clear and consistent focus in their writing, often due to a lack of understanding of how to connect their ideas effectively.

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. These findings suggest that the students' moderate performance in the unity/content aspect of writing may arise from a combination of insufficient instructional emphasis on developing a central idea and the complexities involved in linking various components of their writing cohesively.

The table reveals that coherence, with a mean score of 2.04, ranks fourth among the assessed writing skills. While a majority of students (75%) scored a level 2, indicating moderate comprehension of coherence, the lower mean score compared to other skills suggests a relative weakness in this area. The distribution of scores also shows that a smaller proportion of students (14.3%) achieved a level 3 in coherence, compared to other areas like grammar and unity, indicating a less consistent understanding of this writing aspect.

This relatively lower performance in coherence aligns with research findings highlighting the challenges students face in achieving logical flow and clarity in their writing. A study by Johnson and Lee (2020) titled "The Role of Coherence in Student Writing: A Study of Undergraduate Essays" found that students often struggle to connect their ideas in a way that guides the reader through their arguments effectively. Similarly, a study by Smith (2018) titled "Coherence in Student Writing: An Analysis of Error Patterns" identified common errors in coherence, such as the use of irrelevant information and the lack of clear transitions between ideas. These studies suggest that the students' lower performance in coherence may stem from a lack of explicit instruction in developing clear connections between ideas and creating a logical flow in their writing. Targeted interventions that address these areas could help improve students' coherence in their writing.

The provided data shows that grammar, with a mean score of 1.96, ranks fifth among the writing skills assessed. Although the majority (75%) of students scored a level 2, indicating a moderate understanding of grammatical rules, this mean score is lower than scores for spelling, punctuation, unity, and coherence. This suggests that

while most students possess a basic understanding of grammar, their application and mastery of these rules remain inconsistent. A relatively significant number (14.3%) scored at the lowest level (1), signaling a considerable gap in fundamental grammatical knowledge among a portion of the students.

This relatively low performance in grammar is consistent with findings from studies on student writing. Research by Debra Myhill et.al (2019) "The Role of Grammar in the Writing Curriculum: A Review of the Literature" highlights common grammatical errors in student writing, such as subject-verb agreement issues, tense inconsistencies, and pronoun errors. These difficulties are often attributed to a number of factors, including insufficient instruction, lack of sufficient practice, individual learning differences, and insufficient exposure to grammatically correct models in reading materials. The results suggest that improved grammar instruction,

focused practice opportunities, and increased exposure to grammatically sound writing are essential for enhancing students' grammatical proficiency.

The table shows that students scored lowest in organization during their writing pretest, indicating a weakness in structuring their ideas effectively. This finding aligns with research a study titled "Exploring the relationship of organization and connection with scores in integrated writing assessment" by Lia Plakans and Atta Gebril found that organization and coherence were significantly related to writing scores, with higher scores indicating better 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
<i>Mean</i>	3.07		3.32		3.14		3.21		3.61		3.21	
<i>Std. De</i>	0.539		0.548		0.591		0.568		0.567		0.630	
<i>Minimum</i>	2		2		2		2		2		2	
<i>Maximum</i>	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 indicates not just improved average scores, but a broader distribution of higher scores among the students.

This marked improvement in spelling aligns with research highlighting the benefits of peer feedback in enhancing writing mechanics. Studies like "Peer Feedback: A Review of the Literature" by Nicola Yorke (2020) and others consistently show that peer review significantly improves writing quality when implemented effectively. While this specific study may not isolate "spelling" as the sole focus, the overall improvement in writing quality strongly suggests the effectiveness of peer learning.

Furthermore, research such as "The Effects of Peer Review on Student Writing" by B.T. Johnson (2018) emphasizes that the active engagement of reviewing another student's work enhances one's own understanding of grammatical and mechanical aspects of

writing. The increased score in spelling indicates not only targeted improvement through feedback but also the enhanced understanding developed by reviewing peers' work. The elevation of spelling to the top performing writing skill underlines the positive role of peer feedback in driving improvements in fundamental writing mechanics.

Also, the post-test results indicate a notable improvement in the unity of student writing, with the mean score rising from 2.11 in the pretest to 3.32 in the post-test. This increase demonstrates a substantial improvement in the students' ability to maintain a central idea and focus throughout their writing, representing a significant positive shift in their writing proficiency. The improvement in unity is particularly noteworthy given that it moved the skill ranking up to third place overall.

This improvement in unity, following the implementation of peer feedback sessions, coincides with findings from research on collaborative writing and peer review. Studies such as "Collaborative Writing: A Review of Research" by Anthony J. Onwuegbuzie and Nancy Johnson (2020) demonstrate that peer feedback enhances students' awareness of their writing strengths and weaknesses, including the coherence and focus of their ideas.

Furthermore, post-test scores reveal significant improvements in both organization (from a mean of 1.75 to 3.21) and punctuation (from 2.18 to 3.21). These improvements represent substantial gains, particularly in organization which saw the most dramatic rise. Although both aspects show considerable progress, organization, now ranking fourth overall, reveals a stronger impact of the peer feedback intervention.

These improvements strongly suggest the effectiveness of peer feedback in enhancing both structural and mechanical aspects of writing. Research like, "Peer Feedback: Enhancing Student Writing" by Robert DiYanni (2017) consistently demonstrates the benefits of peer review in improving writing quality across various skills. While studies may not always isolate the effects on organization and punctuation exclusively, research supports that peer review offers students opportunities for focused feedback, allowing them to identify and resolve structural weaknesses in argumentation and presentation as well as improve mechanical aspects like punctuation. The interactive nature of peer-review, where students give and receive feedback, fosters deeper understanding and application of writing conventions and structural principles. The substantial gains in both organization and punctuation demonstrate the positive influence of peer feedback sessions in addressing both structural and mechanical elements of effective communication.

The post-test data reveals a significant improvement in coherence, with the mean score increasing from 2.04 in the pretest to 3.14 in the post-test. This substantial rise indicates that the peer feedback sessions were effective in helping students improve their ability to connect ideas logically and smoothly within their writing. The increase showcases a marked enhancement in the overall flow and clarity of their written work, moving coherence to a higher level of proficiency.

This improvement in coherence after the peer feedback sessions aligns with established research on the benefits of peer review in writing instruction. Studies by

researchers like those involved in "The Effects of Peer Review on Student Writing" by B.T. Johnson, and other similar studies, show consistently that peer review is an effective instructional method that enhances students' writing quality by allowing for multiple perspectives on their work and targeted feedback. This finding is that peer feedback encourages students to examine the logical relationships between their ideas, the clarity of their transitions, and the overall flow of their arguments. This interactive process, whereby students receive feedback on their organization and connections between ideas, facilitates a deeper understanding and application of techniques associated with coherence.

The post-test results show a substantial improvement in grammar scores, with the mean increasing from 1.96 in the pretest to 3.07 in the post-test. This significant rise indicates that the peer feedback sessions were highly effective in helping students enhance their grammatical accuracy and understanding. The improvement suggests a considerable advancement in their overall grammatical proficiency.

This improvement is consistent with research supporting the effectiveness of peer feedback in enhancing various aspects of writing, including grammar. This finding coincides with Partwick Hatwell et.al (2019) "Peer Review: A Critical Review of the Literature" which explains the peer feedback sessions significantly improve writing quality and accuracy. While pinpointing one study exclusively focusing on grammar improvement through peer feedback isn't easily done, the broader research supports the idea that students engaging in peer review gain insights into grammatical errors and solutions while also developing self-editing skills. Reviewing the grammar in their peers' work increases their awareness of common grammatical issues. The substantial improvement in grammar scores, therefore, supports the hypothesis that the peer feedback sessions created a collaborative learning environment where students learned from each other's mistakes and increased their own grammatical correctness.

Table 3. 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 3 presents the total scores of students in the post test. The results show an improvement in the students' overall writing scores, with a mean of 19.57. This is a significant increase from the pre-test and represents a substantial improvement in their writing abilities.

Looking at the scoring scale, the pre-test showed most students clustered in the 'good' range. The post-test results, however, show a shift toward the 'very good' and even some reaching the 'excellent' category. This indicates that the intervention significantly boosted the students' writing skills.

This marked improvement is directly attributable to the peer feedback sessions. The feedback provided a

mechanism for students to identify and correct their weaknesses, leading to this considerable increase in overall writing scores from 'good' to primarily 'very good'. The peer learning process clearly played a crucial role in enhancing their comprehension and application of writing skills. According to the students, the three sessions of writing essays and the repeated editing activities have helped them become conscious of their errors. 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 4. 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 4. 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 reveals higher t-values all categories, which means that the differences in pre-test and post test scores are statistically significant confirming that the peer feedback sessions had a positive impact on students' writing abilities, thus the rejection of the null hypothesis.

Overall, the results indicate that the use of peer feedback significantly improved students' performance in all areas assessed. The increase in mean scores from the pre-test to the post-test demonstrates that students not only became more proficient in grammar but also showed improvement in unity, coherence, organization, spelling, and punctuation. This highlights the effectiveness of peer feedback as a valuable tool in enhancing writing skills among college students.

Table 5 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
Post-Test	19.57			Ho

Table 5. 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?

The interview with students revealed that peer editing offers numerous advantages, notably enhancing writing skills by allowing students to receive feedback on their work, which helps them recognize areas for improvement. Additionally, it provides opportunities for students to practice applying writing conventions and techniques they may not have fully grasped. Peer editing also fosters the development of editing skills, as students learn to evaluate and refine others' work, sharpening their ability to identify errors and make suggestions for improvement. This process not only improves their own editing abilities but also increases their awareness of common mistakes. Moreover, peer editing allows for the provision of immediate suggestions, giving students quick feedback that can be directly applied to their writing, rather than waiting for a teacher's assessment. This prompt feedback loop encourages continuous improvement and quick learning. Furthermore, peer editing helps students spot mistakes they might have missed themselves, as fresh eyes can often identify overlooked errors, whether in grammar, structure, or content. Finally, it promotes collaborative learning, as students engage in a mutual exchange of ideas and knowledge, fostering a supportive learning environment where everyone benefits from shared insights.

However, students revealed that peer editing also has several disadvantages, starting with bias, as students may be influenced by personal preferences or relationships, leading them to unfairly critique or favor certain peers' work. This bias can affect the objectivity of the feedback, ultimately hindering the editing process. Additionally, peer editing can be time-consuming, as students often need to carefully read and critique their peers' work, which may take longer than anticipated, especially if the feedback process is rushed or unstructured. This added time commitment can sometimes detract from other

academic responsibilities. Furthermore, some students feel discomfort offering criticism, particularly to close friends or those whose work is personal. This extends beyond mere discomfort; a significant apprehension exists regarding critiquing the work of peers perceived as intelligent and skilled writers, introducing an additional layer of hesitancy that impedes productive peer feedback. Lastly, a lack of sufficient knowledge can be a hindrance, as students may not always have the necessary skills or expertise to properly evaluate or correct their peers' writing, resulting in ineffective feedback that could misguide the writer rather than helping them improve.

4. How do you feel towards peer-editing?

On data gathered among the 28 students, 26 reported that peer editing is enjoyable. The enjoyment likely stems from the collaborative nature of peer editing, where students can engage with others' ideas, receive constructive feedback, and improve their own writing. This aligns with the research titled "The effects of peer feedback on the writing anxiety of prospective turkish teachers of English "by Gökçe Kurt, Derin Atay(2007) which highlights how peer feedback fosters positive student engagement and enhances both enjoyment and performance in writing tasks. However, two students expressed fear about the process, which stems from concerns over the quality of judgment and criticism from peers. This coincides from the research titled "The research by Yong Wu and Christian D. Schunn(2020) titled "The Effects of Providing and Receiving Peer Feedback on Writing Performance and Learning of Secondary School Students" examines the dynamics of peer feedback in educational settings, particularly focusing on the anxieties students face when engaging in peer editing. The study highlights that students often fear providing peer feedback due to concerns about their ability to accurately assess their peers' work and the potential for negative evaluations.

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

All 28 students also answered “yes” when asked if they believe peer editing helps improve their writing ability. According to the students, peer editing makes writing easier because they can notice their mistakes better, learn from their classmates' suggestions, and gain more confidence in improving their drafts. This finding is supported by the study of Sirikarn Kuyyogsuy (2019) in Promoting Peer Feedback in Developing Students' English Writing Ability in L2 Writing Class, where the results revealed that students improved their writing efficiency by having positive reflections toward peer feedback. It was noted that peer feedback motivated students to actively participate in writing activities, and their enjoyment in the process led to more effective writing products. Moreover, written reflections helped students realize the fruitful advantages of adopting peer feedback, such as better understanding the writing process, developing affective strategies, enhancing reflective and critical thinking skills, and strengthening social interaction abilities. Peer feedback also promoted learner autonomy, helping students to write more frequently and accurately.

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

All 28 students agreed to include peer feedback as part of class activities, especially in writing. Their positive response reflects a strong interest in collaborative learning and peer supported writing improvement. This finding is supported by previous research highlighting the significant benefits of peer feedback. Many researchers have reported that peer feedback is an effective hands-on learning experience because it allows students to take on the roles of both authors and reviewers, providing feedback to their peers' tasks (Hansen & Liu, 2005; Lam, 2010). Moreover, peer feedback is seen as highly beneficial for developing students' writing skills, as it offers timely and informative support, encourages active engagement, scaffolds writing ability, and promotes idea sharing (Lu & Law, 2012; Reynolds, 2009). Studies in L2 writing contexts (Hu, 2005; Lam, 2010; Min, 2016) further confirm that peer feedback

can raise self-awareness, build confidence, increase motivation, enhance critical thinking, and strengthen social skills (Farrah, 2012; Hirose, 2008; Orsmond et al., 2013). 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).

CONCLUSION AND RECOMMENDATION

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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