

TREN PENELITIAN DALAM IMPLEMENTASI UMPAN BALIK TEBIT DI KELAS PENULISAN EFL

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Abstrak

Tinjauan sistematis ini bertujuan untuk menyajikan ringkasan sistematis tentang tren dalam penerapan umpan balik rekan sejawat, khususnya dalam mengajarkan keterampilan menulis dalam konteks EFL. Artikel penelitian dikumpulkan dari dua database berbeda, yaitu Scopus dan Web of Science. Setelah ditinjau berdasarkan kriteria inklusi dan pengecualian yang dipilih, 50 dari 162 artikel yang dikumpulkan kemudian diperiksa lebih lanjut. Studi ini menunjukkan bagaimana implementasi sejawat feedback dibahas dalam artikel penelitian yang diterbitkan dari tahun 2022 hingga 2024. Sebagian besar penelitian dilakukan pada tahun 2022, sebagian besar studi yang ditinjau dikembangkan berdasarkan desain penelitian kuantitatif, dan sebagian besar umpan balik disampaikan dalam interaksi tatap muka langsung.

RESEARCH TRENDS IN PEER FEEDBACK IMPLEMENTATION IN EFL WRITING CLASSES

Abstracts

This systematic review aimed to summarise the trends in implementing peer feedback, particularly in teaching writing skills in the EFL context. Research articles were collected from two different databases, namely Scopus and Web of Science. After being reviewed based on selected inclusion and exclusion criteria, 50 out of 162 collected articles were further examined. The present study shows how peer feedback implementation is discussed in research articles published from 2022 to 2024. The majority of studies were conducted in 2022, most of the reviewed studies were developed based on the quantitative research design, and most of the feedback was delivered in direct face-to-face interaction.

Keywords: *Peer feedback, written corrective feedback, writing skills*

INTRODUCTION

Writing is a significant way for language users to convey their thoughts and feelings, as well as to demonstrate how well they have mastered a language as a whole. English writing abilities serve as a measure of a learner's competency in both local and global domains. The global domain includes organization of texts, argumentation, and logical reasoning, while the local domains are vocabulary, syntax, and sentence structure (Wang and Xu in Wang et al., 2022). Students must demonstrate appropriate language use and adhere to grammatical standards to succeed in writing classes. However, without adequate instruction, they may struggle to improve their writing skills and meet these language and grammar expectations. Providing students with detailed grammar, punctuation, and spelling feedback is essential to support their development (O'neill & Russell, 2019).

In conventional English writing classes, lecturers often face large class sizes. It makes it difficult to provide timely feedback for each student, although giving feedback for students is commonly done to improve students' writing skills (Wang et al., 2022; Zhang & Hyland, 2018a). Feris (Thi & Nikolov, 2022) argues that feedback can assist students to fill the gap between their current knowledge, which identifies areas for prospective progress and the language they need to learn. In addition, according to Adrefiza & Fortunasari (2020), in the higher education EFL teaching and learning context, written corrective feedback is rarely used and routinely ignored in many written contacts between lecturers and students. Students rarely obtain sufficient and insightful feedback from lecturers on their writing assignments. Therefore, they are unable to gain much insight from the input. Besides failing to recognise the mistakes and inaccuracies in their work, the students also exhibit poor communication with their lecturers or supervisors. Due to this problem, students' writing abilities are inadequate, and their interactions with lecturers are unsuccessful.

In EFL and ESL writing classes, engaging students in peer review is widely recognized as both a learning activity and a valuable source of information. Studies have shown that reciprocal peer feedback positively influences L2 learners' writing processes and outcomes, with peer

collaboration as a form of mutual scaffolding (Kim & Chang, 2022). Moreover, Peer feedback is theoretically supported by teaching and learning frameworks, particularly in cooperative and collaborative learning, social interaction, and second language (L2) acquisition. Additionally, it enhances students' self-awareness of their strengths and weaknesses, while fostering greater responsibility for their own learning and promoting learner autonomy (Kuyyogsuy, 2019).

Recent developments in EFL writing research have emphasized the shift from teacher-centered corrective feedback to more collaborative and learner-centered approaches. Studies such as those by Zhang & Hyland (2018a) and Kim & Chang (2022) highlight the growing adoption of peer feedback as an effective pedagogical tool in promoting writing proficiency and learner autonomy. Current research also explores how digital tools, such as online platforms and automated feedback systems, support peer interactions and make feedback processes more dynamic and accessible (Wang et al., 2022).

However, despite the increased attention, gaps still exist in understanding how peer feedback is implemented across different educational settings, particularly in EFL writing contexts within higher education. Many previous studies focus on feedback quality or student perception, but few have comprehensively examined the implementation patterns, challenges, and evaluation practices of peer feedback in EFL writing classes. This indicates a research opportunity to synthesize trends and evaluate effective strategies for peer feedback integration.

Analyzing the implementation of peer feedback in English as a Foreign Language (EFL) classes is essential for understanding its effectiveness in fostering language development and enhancing learning outcomes. Peer feedback serves as a practical tool for engaging students in collaborative learning, encouraging active participation, and promoting critical thinking skills. It provides opportunities for learners to reflect on their writing, identify strengths and areas for improvement, and develop autonomy in their learning process. Furthermore, studying its application helps educators identify potential challenges, such as cultural differences, proficiency gaps, or reluctance to critique peers,

which may affect its success. By evaluating how peer feedback is implemented, educators can refine strategies to maximize its benefits, ensure constructive interactions, and create an inclusive environment that supports both linguistic and interpersonal growth. This study contributes to the existing body of knowledge by providing a systematic analysis of peer feedback implementation in EFL writing classes, highlighting both global and contextual trends. The findings are expected to Map the current research trends and focus areas regarding peer feedback in EFL writing instruction; Identify how peer feedback evaluation is practically implemented in diverse EFL contexts; Offer pedagogical implications for lecturers and curriculum designers to enhance feedback practices, improve writing outcomes, and foster learner autonomy. In doing so, this study aims to bridge the gap between theoretical understanding and classroom practice, offering an evidence-based reference for future improvements in EFL writing pedagogy.

METHOD

1. Data Collection

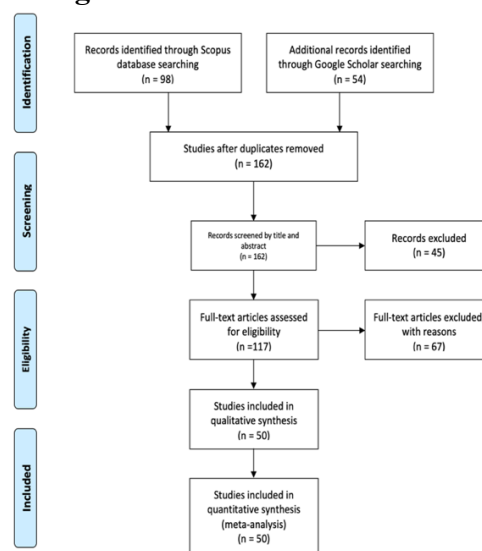
This study provides a systematic review to demonstrate the evolving trends in the implementation of peer feedback strategy in EFL writing classes, which is increasingly being adopted in educational settings to enhance the writing skills of students. This strategy allows students got involved in reading, rethinking, and revising, they were able to try new writing tasks independently and develop their writing autonomy. To gather comprehensive and relevant data, the study utilized the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) methodology. PRISMA is a well-established framework that improves the clarity, transparency, and reproducibility of systematic reviews by providing detailed guidelines for identifying, screening, and selecting relevant studies. This approach is crucial for reducing bias and ensuring the inclusion of high-quality research. Articles were obtained from three leading databases known for their extensive collection of educational and technological research, namely Scopus and Google Scholar. These databases were chosen due to their broad repository of peer-reviewed articles and their

authoritative stance in the fields of education and technology. The search terms utilized to identify relevant studies were "Writing Peer Feedback,". The term was selected to cover a wide spectrum of terminologies and concepts associated with peer feedback evaluation in writing, ensuring a thorough and inclusive search strategy.

2. Data Analysis

As the main focus of this study was to deeply look for the research related to the implementation of peer feedback evaluation on students' writing, all studies related to corrective feedback for English as non-foreign language learners were excluded. In addition, other criteria were also applied. The researcher omitted theoretical, conceptual, or review studies, non-open-access articles, and proceeding articles. The process of systematic review is presented the figure below.

Figure 1. Flow chart of the SLR



The study employed multifaceted criteria to ensure a thorough analysis. First, the time frame was a key consideration, emphasizing publications from a specific period to reflect recent trends and developments. Articles indexed in the designated databases were comprehensively reviewed, ensuring a wide selection of studies. To maintain high empirical standards, only experimental studies were included. Additionally, the feedback analyzed in these studies had to be delivered through digital, electronic, or computer-mediated formats, aligning with the contemporary shift towards technology-enhanced learning. The selected studies, published between 2022 and 2024, provided a current

perspective on advancements and applications within this three-year span.

The dataset for this systematic literature review was collected from December 26th, 2024 to January 3rd, 2025. All relevant articles were collected from two different databases. They were then manually checked for their relevance to subcategories that were made based on the main aim of the study.

Table 1. Research Question and its subcategories

Research questions	Subcategories
What are the trends of peer feedback implementation in EFL writing class?	Distribution of the studies by years: The reviewed articles were analyzed in terms of their indicated publication year in order to determine the number of studies per year
	Research methods used in articles: The reviewed articles were analyzed with the aim of defining the research methods used
How peer feedback is delivered to students' writing in the EFL context?	The strategy and media used by teachers in directing students to peer feedback.

4. The Implementation of Peer Feedback in the EFL context

In line with the subcategories of Research Question 1, the selected articles were meticulously analyzed based on several key factors, including their year of publication and the research methods utilized. This detailed examination offered a well-rounded perspective on the current research landscape, shedding light on prevailing trends and patterns within the field. The year of publication was analyzed to examine the temporal distribution of the studies, providing insights into whether interest in the research topic has increased, decreased, or remained steady over time. Next, the research methods employed in each study were scrutinized, encompassing qualitative, quantitative, and mixed-methods approaches. This analysis aimed to uncover the diverse methodologies researchers have utilized,

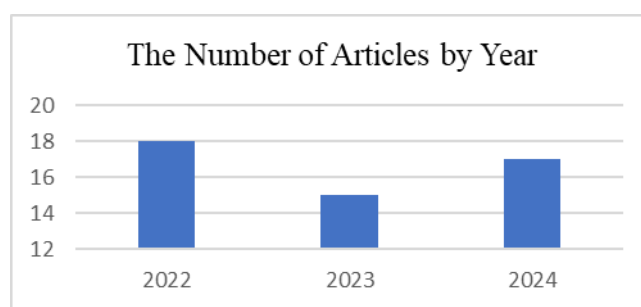
the nature of the data collected, and the level of rigor in their study designs.

The distribution of the studies by years

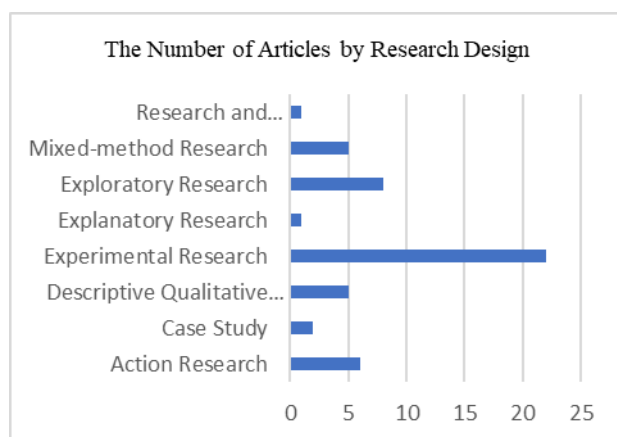
Figure 2 below presents the distribution of studies on peer feedback implementation in the EFL context over a three-year period. The bar chart highlights the frequency of publications, showing that most articles meeting the specified criteria were published in 2022, with a total of 18 articles (n=18). In 2023, the number of articles slightly decreased to 15 (n=15), reflecting a modest decline from the peak in 2022 but still indicating a strong and consistent interest in the topic. The steady publication of studies in 2024, with 17 articles (n=17), demonstrates that peer feedback in writing continues to be a relevant focus of research, with ongoing studies exploring their effectiveness, usability, and influence on student learning outcomes.

Overall, the bar chart offers a clear view of the temporal distribution of research articles on peer feedback in writing in the university context. The data reveals a fluctuating yet sustained interest in the field, emphasizing key periods of heightened research activity. In summary, the chart indicates that the highest number of articles was published in 2022 (n=18), followed by 2023 and 2024, with 15 and 17 articles published, respectively.

Figure 2. The number of research articles by year of publication



5. Figure 3. Research methodology of the reviewed studies



This bar chart illustrates the number of articles categorized by research method. It highlights the varying research approaches used in studies related to the topic under investigation. Below is an explanation of the chart. **Experimental Research:** This category is the most prominent, with the highest number of articles, indicating that experimental research methods are the most frequently utilized approach for studying this topic. **Exploratory Research:** A moderate number of articles fall under this category, suggesting its importance in exploring new dimensions of the subject. **Mixed-method Research:** There is a smaller but noticeable number of studies combining both qualitative and quantitative methodologies, reflecting an effort to provide a more holistic understanding. **Action Research:** This method also appears in several studies, indicating its use in practical, intervention-based research settings. **Descriptive Qualitative Study:** A moderate number of articles are based on descriptive qualitative approaches, emphasizing in-depth exploration of qualitative data. **Research and Development and Case Study:** These methods are less commonly used, showing a limited number of articles in these categories. **Explanatory Research:** This method has the fewest articles, suggesting minimal application of explanatory research in the reviewed studies. In summary, the chart demonstrates a clear preference for experimental research, with exploratory, descriptive qualitative, and mixed-method approaches also being reasonably common. Other methods, such as case studies, research and development, and explanatory research, are used less frequently.

Types of Peer Feedback Delivery

The pie chart below illustrates the distribution of articles based on the mode of feedback delivery: online and offline. According to the chart, the majority of studies (62%) focus on offline feedback, indicating a predominant interest in traditional, face-to-face feedback delivery methods. This could reflect the continued reliance on classroom-based approaches to peer feedback and teacher-led corrective feedback, particularly in contexts where technological integration is limited or where offline interactions are prioritized for their immediacy and directness. On the other hand, 38% of the articles concentrate on online feedback, showcasing a growing interest in leveraging digital tools and platforms to facilitate feedback delivery. This proportion highlights the increasing adoption of technology-enhanced methods.

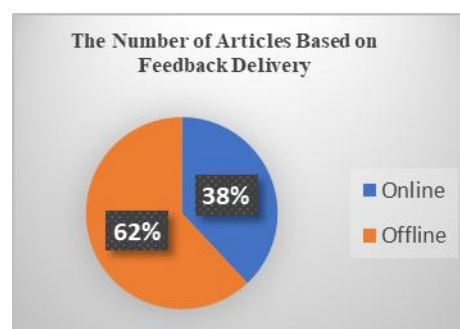


Figure 4. The comparison of feedback delivery

6. Discussion

In this present study, 162 articles were collected from Google Scholar as the primary source of data. These articles were thoroughly examined to gather information related to the predetermined subcategories, including publication year, methodology, and types of peer feedback delivery. Regarding the timeline of publication, a time restriction was set for the last three years (2022-2024) to ensure the inclusion of up-to-date studies that reflect recent trends in research. Analysis of the publication trends revealed a fluctuation in the number of articles published during this period, which may indicate varying levels of interest or funding in this research area. This observation aligns with findings in bibliometric studies, which often note shifts in academic attention based on emerging global priorities (Bornmann & Mutz, 2015).

From a methodological perspective, the predominance of quantitative and experimental designs indicates a strong focus on measuring the efficacy of peer feedback interventions. This methodological inclination aligns with the broader trend in applied linguistics to produce statistically verifiable outcomes that can support evidence-based pedagogical practices (Creswell & Creswell, 2018). Experimental studies allow researchers to evaluate specific feedback techniques or tools, comparing their effects on learners' writing performance, accuracy, and engagement. However, the smaller representation of qualitative and mixed-method studies points to a gap in exploring the more nuanced dimensions of peer feedback—such as students' emotional responses, intercultural communication styles, and the negotiation of meaning during peer interaction (Dörnyei, 2007). Future research could benefit from adopting interpretive and longitudinal approaches to capture these affective and cognitive processes, thereby providing a more holistic understanding of feedback dynamics in EFL writing.

In terms of the methodology employed in the reviewed studies, a significant proportion adhered to a quantitative research design, with experimental studies dominating the sample. This preference for quantitative approaches may be attributed to their ability to measure and evaluate the effects of peer feedback strategies through statistical analyses, providing robust and generalizable findings (Creswell & Creswell, 2018). Conversely, qualitative studies and those employing mixed-method designs were less prevalent. These methodologies, while less common, often provide richer insights into the contextual and nuanced aspects of peer feedback, such as student perceptions and interaction patterns (Dörnyei, 2007).

The types of peer feedback delivery were also explored, revealing that a majority of the studies (62%) implemented offline feedback strategies, which typically involve face-to-face interactions in classroom or workshop settings. Offline peer feedback is often valued for its immediate, interactive nature, allowing for spontaneous clarification and negotiation of meaning (Hyland, 2003). Meanwhile, 38% of the studies examined online peer feedback, utilizing Learning Management Systems (LMS) and other digital applications. Online feedback has gained

increasing popularity in recent years, particularly due to the shift toward remote and hybrid learning environments prompted by the COVID-19 pandemic (Van der Kleij et al., 2017). The integration of online platforms facilitates asynchronous and accessible peer interactions, allowing for greater flexibility and broader participation.

CONCLUSION

The findings of this review study point to the trends of peer feedback implementation in EFL writing context, which have a considerable impact on the potential reliable aid to improve students' learning outcomes, particularly in writing class. Instructors can use peer feedback evaluation strategy in writing to efficiently assess large volumes of student writing, enabling them to focus on more personalized feedback and instruction. Nonetheless, the literature highlights that peer feedback is commonly utilized and strongly advocated in various contexts within the EFL context by adopting a process-oriented approach and engaging in peer review significantly supported students' writing development.

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