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# Peer Corrective Feedback on Students' Esay Writing Performed by EFL University Students

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## ABSTRACT

The study aimed to identify the aspects of writing emphasized by students when providing peer feedback on writing essay and to explore their experiences in giving feedback. Using an interpretive qualitative design, the study employed document analysis and semi-structured interviews as the main instruments. The findings revealed that students' peer feedback mainly focused on content, mechanics, organization, discourse, syntax, and vocabulary, with various levels of feedback depths across these aspects. In addition, students described a reflective and systematic feedback process in which they first evaluated their peers' writing independently before conditionally using AI tools to support their feedback. Overall, the study highlights that peer feedback practices involve both human judgement and technological assistance, demonstrating a structured and thoughtful approach to evaluating writing.

**Keywords: Aspects of Writing, Peer Corrective Feedback, Argumentative Writing, English as a Foreign Language (EFL), University Students.**

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## INTRODUCTION

English is considered a foreign language in Indonesia. It also considered as a major challenge to be encountered by the students in all level, particularly in writing skill (Baharudin et al., 2023). Writing is one of the mandatory skills in the English learning and teaching field (Zhang, 2019) which requires a person to be able to convey their ideas in typewritten form (Lestari et al., 2022). It is inescapable, as every student is confronted with writing skills in their English study. Because of that, to reach the most satisfactory output, it's necessary for students to pay attention to the element of writing to reach the best possible outcome, especially on academic writing.

Argumentative writing considered as one of the most difficult courses to master in higher level. This is evident from research conducted by Astrid et al., (2022) which revealed that 97% university students from English Education in MNC university still experienced serious difficulties in four aspects of academic writing such as content, organization, discourse and mechanics. She found the most dominant difficulties in thesis statement, related ideas, development of ideas, use of description/cause and effect, comparison/contrast, effective introduction, topic sentence and reference. Due to these phenomena, students encounter difficulties in developing the aspects of writing while writing reports and essays (Noori, 2020). Furthermore, the message, ideas, and feelings might not be delivered clearly. To overcome this problem, the use of feedback is essential to improve students' language features and learning outcomes (Budianto et al., 2020).

Feedback is acknowledged as one of the most crucial tools for enhancing learning in higher education (Hattie & Timperley, 2007). Feedback can be defined as information or a response given to a person or group on the results of a person's performance, process, or product. Feedback is generally given as an evaluation material, providing criticism or suggestions, as well as comments that can be used as reference material for future improvements. Feedback can be given verbally or nonverbally, positively or negatively, constructively, affectively, or descriptively. Feedback can be provided by peers, teachers, AI, and several other possible parties. Furthermore, in this study, the researcher tends to examine the use of feedback given by peers because peer feedback is also a powerful strategy that is no less effective than teacher feedback (Van Rompay-Bartels & Geessink, 2023).

Peer feedback can be categorized as an activity that requires participation and collaboration between two or more students. In order to utilize the process, students can act as a feedback providers and others as a recipient which reflected their essay on the feedback provided (Lahza et al., 2025a). Peer feedback also becomes a beneficial tool to develop social cognitive skills and critical thinking, such as communication and collaboration skill (Chakarvarti, 2023). Several studies have examined the impact and student engagement of using multiple types of feedback and their perceptions towards providing/giving feedback and receiving feedback activity in their writing process (Berliana & Chakim, 2023a; Martin & Sippel, 2024a; Noroozi & Hatami, 2019; Tian & Zhou, 2020; Van Rompay-Bartels & Geessink, 2023). On the other hand, a qualitative study conducted by Martin and Sippel (2024) has identified the comparation between the use of peer feedback and teacher feedback. The result showed that students with teacher feedback feel their feedback is more useful than students with peer feedback. The factor that supports this idea is because the students who provide feedback for their peers feel uncomfortable commenting on and suggesting on their peers' work. However, peer feedback receivers did not feel uncomfortable receiving it. In contrast, it was found that 90% students in the study by Mishra et al. (2020) trusted their peers in the process of providing constructive and effective feedback. Whereas the percentage of students that is felt confident in their skills on providing feedback is only 78%. This gap has reflected an issue concerning on self-efficacy rather than the essential quality of peer assessment. Moreover, more than 81% of students from this study showed their preferences on receiving feedback from their peers that previously worked before, addressed the importance of trust and familiarity. In conclusion, peer feedback can be used as an effective tool for developing collaboration and critical thinking skills, especially when supported by appropriate scaffolding strategies (Chakarvarti, 2023; Nurkhamidah et al., 2024).

Although previous studies have helped us to understand the use of peer feedback on the feedback receiver side, there is still rarely found the research on the feedback provider/giver, especially in Indonesia (Martin & Sippel, 2024a; Van De Ridder et al., 2015; Van Rompay-Bartels & Geessink, 2023). Furthermore, only a few researchers have examined which aspect of writing such as content, mechanics, grammar, and vocabulary has become the focus of students when providing feedback. This insight indicates a gap in literature that need to be explored further in order to understand students' skills and the processes in providing feedback in educational settings.

The background of this research is that there are still many students who have difficulties or errors in various element on their writing, such as lack of vocabulary mastery (Lestari et al., 2022), developing ideas, language structures, and writing their essays coherently (Hasnawati et al., 2023), which hinder their writing performance. This study aims to fill the gap regarding on feedback-giving behavior, with the ultimate goal is to improve the quality of peer feedback by deeply investigate the aspect of writing that students pay attention to when giving feedback, and also the process of feedback provision itself. Additionally, the expected findings could help students in developing broader and better quality of feedback and bring insightful information for educators in designing targeted instruction and guidelines that will help students in providing targeted feedback and contribute more effectively to the learning process. The better the quality of feedback, the more likely students are to receive and reflect on their work through it (Kerman et al., 2024). Regarding

the identified problems stated previously, the researcher formulated the questions as follows: (1) What specific aspects of writing do students prioritize when giving feedback to their peers? (2) How students' experience when conducting the feedback?

# METHOD

This study used qualitative research with a basic interpretive study as the research design of the study. According to Ary et al., (2010) a basic interpretive study aims to comprehend events or phenomena, processes, and activities that are experienced by the participants. The data of this study collected through documents and interview. The documents used to explore the aspects of writing that students focused on when giving peer feedback in argumentative writing. Then, the interview conducted measure the documentations, as well as to describe the undergraduate students' experiences when giving peer feedback.

### *Research Participants*

The participants in this study were five undergraduate students enrolled in an advanced writing and reading course in their third semester at a state university in Surabaya. This course is designed to help students develop their writing skills in the tone argumentatively and academically. Also, could be the best preparation for thesis writing. Purposive sampling was used to select all those 17-feedback conducted by the students. Then, the participant was reduced into 5 students based on convenience, taking into consideration their availability. While the number of participants selected was adjusted to suit a qualitative study that emphasizes the exploration of various student experiences in providing peer feedback.

### *Research Instruments*

To obtain in-depth data, this study uses two main instruments which are document analysis and semi-structured interviews:

1. Documents Analysis: The documents analysis sheets contain guidelines on aspects of writing formulated by Brown. The aspect of writing in this area includes mechanics, content, organizations, syntax, discourse, and vocabulary which serve as a reference for researcher when analyzing students' feedback documents.
2. Semi-structured Interviews: To gain deeper insights into students' experiences on the steps, prioritized aspects of writing, also their emotions.

### *Data Analysis*

The data analysis was employed using qualitative methods with several steps. But before, the researcher first observed both data from documentations and semi structured interview separately. Then, the data analysis steps involved familiarization, organization, coding, reduction, interpretation, and data representation. In the first stage, the researcher familiarized herself with the data by reading it thoroughly, and repeatedly to understand the meaning of the collected data. The next step is reducing the data by simplify it and summarize the key information and turn it into a concise paragraph. After that, data triangulation was performed by comparing the result of document analysis with interviews to identify the similarities and the differences between those two datasets. Data triangulation was also performed to strengthen the validity of the research findings. Finally, the data was interpreted to present it in a narrative and comprehensive way. Through the process that has been carried out, researcher can ultimately draw a meaningful conclusion to support the implementation of peer feedback, specifically from the perspective of the feedback provider. Additionally, conclusions regarding the peer feedback process were also obtained.

# RESULT AND DISCUSSION

### The Specific Aspects of Writing That Students Prioritize When Giving Feedback to Their Peers

Based on the documentations, the result showed that the peer feedback primary focused on content, followed by mechanics, organization, discourse, syntax, and lastly vocabulary. The classifications of these feedback categories are presented in table 1.

**Table 1:** The frequencies of students' peer feedback

| No. | Aspect of Writing | Frequency |
|---|---|---|
| 1. | Content | 34 |
| 2. | Mechanics | 33 |
| 3. | Organization | 25 |
| 4. | Discourse | 14 |
| 5. | Syntax | 9 |
| 6. | Vocabulary | 5 |
| Total | | 120 |

From this table, it could be seen than all six evaluative categories are covered in student comments, more specifically 120 frequencies. However, the distribution and level of complexity of these comments were found to be very uneven. Generally, common mistakes, namely superficial linguistic and technical errors, tend to receive more attention from students than higher-order issues, including the depth of argumentation or critical synthesis, which tend to receive less attention.

While Table 1 shows the frequency of peer feedback made by the students, Table 2 shows the type of comments that students provided on their peer's work. Emphasizing the framework adopted from Voelkel et al., (2020), the data were categorized into 3 level which are Acknowledgement (level 1), Correction (level 2), Explanation (level 2).

**Table 2.** Feedback Depths

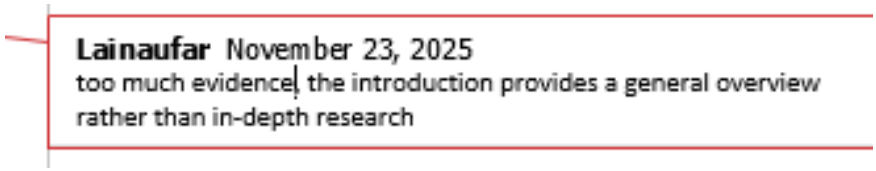
| **No.** | **Aspect of Writing** | **Level** | **The Feedback** |
|---|---|---|---|
| 1. | Content | Level 1 | "Too much evidence the introduction provides a general overview rather than in-depth research" - Student 18<br>" The paragraphs does not include any evidence, only opinion" – Student 13<br>**"**Out of Topic" – Student 13 |
| | | Level 2 | "You can add examples about improving analytical thinking" – Student 4<br>"Suggest to add at least 2 supporting evidence, like statics, study results, or expert opinion" – Student 2<br>"Great use of evidence! Suggestion: Can you connect this finding more explicitly to your refutation? For example: 'This study actually reinforces the importance of professional support, not friendship, in boosting engagement" – Student 19 |
| | | Level 3 | "Opening sentence is somewhat general-it could be made more specific or directly emphasize the real risks of improper AI use, so readers immediately grasp the importance of the topic" – Student 12<br>"Examples are still too general – mentioning plagiarism or overreliance on AI is good, but it could be more concrete with real life situations that students might face, making it more relatable" – Student 12<br>"The sentence mentions research but does not specify the source. Add a citation, name of researcher, date, or study for academic accuracy" – Student 8 |
| 2. | Mechanics | Level 1 | "It is appropriate" – Student 18<br>**"** Do not type your title in bold" – Student 16<br>"Typo 'Context'" – Students 15 |
| | | Level 2 | **"**Please avoid placing citations on separate line. They should be integrated into the paragraph" – Student 14<br>"Removed the extra space in between paragraphs" – Student 4<br>"Begin each paragraph with an increased indentation (use TAB key) – Student 18 |
| | | Level 3 | "There's a typo. There should be a space after the comma. Furthermore, the sentence structure isn't very smooth" – Student 15<br>"It's good, but perhaps the writing style of the references could be |

| | | | |
|---|---|---|---|
| | | | matched to the other paragraphs to make it consistent" – Student 15 |
| 3. | Organization | Level 1 | "The content repeats ideas of body 1 (overlaps). There is no evidence at all" – Student 13 |
| | | Level 2 | "Add a forward-looking sentence, like how AI shapes independent learning in the long term" – Student 2<br>"This paragraph contains supporting arguments and should be moved to body paragraph 1 instead of remaining in the introduction" – Student 8<br>"Consider adding a dearer "roadmap sentence" that previews the main points (trust and communication)" – Student 6 |
| | | Level 3 | "The conclusion is okay, but the restatement of the thesis is too similar to the original version. It could be slightly modified" – Student 15<br>"The thesis is still too broad. Try to mention 2-3 main focuses to focus on" – Student 15 |
| | | | "Good conclusion overall. However, it is very long and contains multiple ideas, try splitting it into two sentences" – Student 8 |
| 4. | Syntax | Level 2 | ""The skills to navigate technology" is missing the word 'to'" – Student 16<br>"Grammar minor: should be "more effectively"" – Student 15<br>"Missing verb, do add "are" before the "motivated"" |
| | | Level 3 | "The sentence is a bit complicated. It could be simplified to make it less cluttered. Also, the phrases "trust, openness, mutual respect" appear so often that they're a bit repetitive. – Student 15<br>"The sentence is too long and somewhat difficult to understand. It can be split up or shortened" – Student 15<br>"Your thesis statement is good and understandable. However, you may strengthen it by revising the grammar "creating a positive learning environment" and removing "therefore", since it's not needed" – Student 10 |
| 5. | Discourse | Level 2 | "Please avoid repeating the same ideas (copy and paste), that appear multiple times in later paragraph" – Student14<br>"Several sentences repeat the same idea about teachers making students feel valued or comfortable. Reduce redundancy" – Student 13 |
| | | Level 3 | "The sentence I underlined below has the same meaning at this sentence, both sentences explain that AI prepares students for future jobs, you can combine then or add more specific example" – Student 2<br>"Please clarify who "I" refers to. Academic writing should avoid first-person unless required" – Student 14<br>"These sentences express the same message about communication being improved by trust. Consider keeping only one of them avoid repetition" – Student 8 |
| 6. | Vocabulary | Level 3 | "This is okay in theory, but the word "overlooked" could be clarified, for example, how or in what way the school ignored that aspect" – Student 15<br>"There are two small problems: "taht" is typo, it should be "that", and secondly "These research" is not quite right, "These studies" would be more appropriate." – Student 15<br>"Some sentences are too informal for an academic essay (e.g., "things feel that way"). Try using more formal wording. – Student 21 |

### a. Feedback in Content

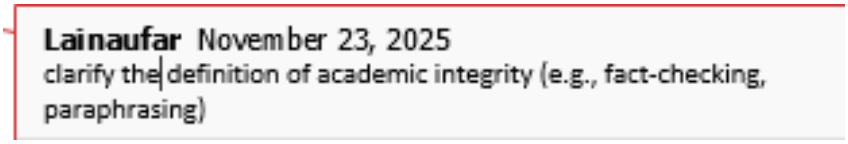
Feedback on content ranked first in peer feedback practices in this study with the frequency of 34, which is consistent with the documentary and interview findings. In this section, students tended to focus on the clarity of arguments, the adequacy of supporting evidence, and relevant examples of the topic that could be used.

**Figure 1.** Student 18



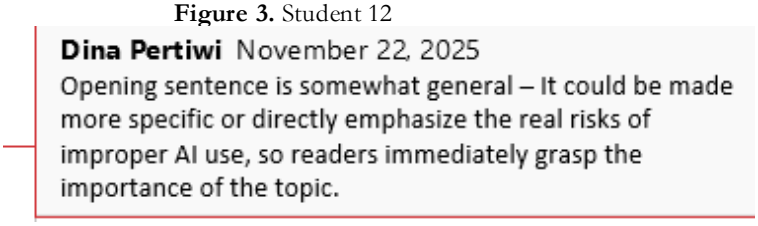

At level 1, students identified issues as missing evidence or off topic ideas, sometimes pointed out the mistakes without giving any suggestion for improvement.

**Figure 2.** Student 18




As on the level 2, students frequently suggested practical improvements for such as adding empirical support or citation and provide example related to the context.

**Figure 3.** Student 12




Lastly, on the level 3, some students provide an explanation why stronger evidence or more specific topic development was necessary in order to improve reader's understanding and argumentative effectiveness. As student 19 mentioned, *"Usually, I read the text first, then I identify whether each paragraph has strong evidence to support it. Then I make notes.",* which highlight the focus when reading an argumentative essay, which lead to content related. This findings in agreement with previous studies which exposed that students often provide feedback focusing on content of writing (Li & Hebert, 2024; Ma, 2020; Martin & Sippel, 2024b). The conclusion drawn in these findings is that when reading argumentative essays, students recognize that the quality of a piece of writing primarily depends on the depth and clarity of the ideas

**b. Feedback on Mechanics**

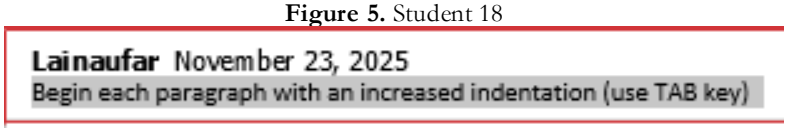
Students ranked mechanics (MEC) as the second most significant category, as reflected in the 33 frequencies of comments they made regarding format and typographical accuracy. They commonly encountered issues such as inconsistent spacing, font style, and indentation in their peer' writing. However, unlike content aspect, mechanics was dominated with level 1 and 2 feedback.

**Figure 4.** Student 16



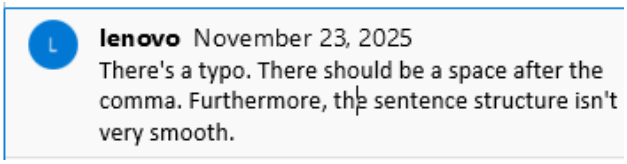

On the level 1 in mechanics aspect, students simply only addressed the mistakes on formatting error such as spacing line or title. As student 16 provide in her comment, it only addresses the errors on the title formatting.

**Figure 5.** Student 18




While pointed out the mistakes, in the level 2, students also provide a way to overcome the mistake. In this case, student 18 on figure 5 just provide a suggestion such as "using TAB key for indentation" for improvement.

**Figure 6.** Student 15



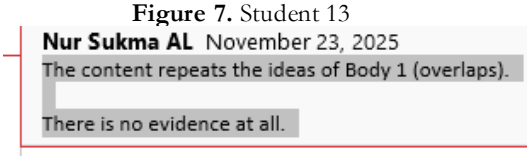

On the level 3, most of students pointed out the error, explaining why it needs an improvement as well as provide suggestions. For example, in figure 6 student 15 first remind the writer that there is a typo in the writing, then provide solution and explain the structure.

Moreover, student 17 just validate that mechanics becomes the second most prioritized aspects to be addressed in argumentative writing. As she said, *"I'm more into mechanics and content. Because if the wording is not quite right, I immediately notice it. The exact same applies to content. For example, if the topic is like this, and then suddenly in that paragraph it's suddenly out of topic, I can immediately revise it."*. This indicate that after read all the paragraph and concerning the content, students tend to focus on the most visible aspect. In addition, the dominance of mechanical feedback shows that students find it relatively easy to identify surface-level features (grammatical errors, spelling, and punctuation errors) compared to another linguistic aspect (Lahza et al., 2025b; Saptenno & Souisa, 2021; Shen, 2025)

### c. Feedback on Organization

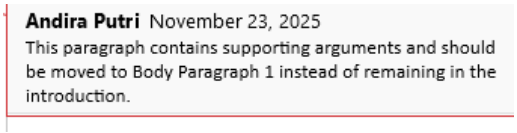
Feedback regarding Organization reflected an emerging focus on the "global" architecture of argumentative writing with the frequencies of 25. The placement of ideas and clarity of the thesis were analyzed by students, and suggestions for reorganization to strengthen the narrative flow were occasionally given.

**Figure 7.** Student 13



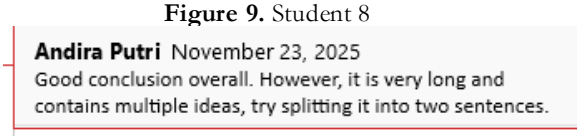

In the level 1, figure 4.7, student 13 only point out the mistake such as overlapping ideas that might confuse the reader. Also addressing the need of more evidence on the paragraph without suggesting the example of the evidence that might help the writer.

**Figure 8.** Student 8




As student 8 noted in her feedback, students tend to perform more on the level 2 of organizations, which providing comments on the arguments and paragraph placements.

**Figure 9.** Student 8

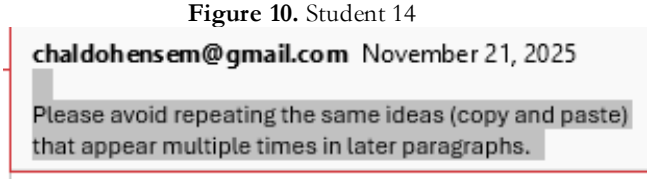



Moreover, on the level 3, student 8 first give an appreciation for her peer's work, then addressing the lengths and explain that it contains some ideas that might unsure the effectiveness. Then suggest an improvement by splitting up the paragraph. In line with this findings, numerous research found that during the implementation of peer feedback, students tended to improve organizational structure, indicating that they still consider the logical flow and overall structure, not only focus on the main idea of the writing (Fatimah & Madya, 2020; Wei & Liu, 2024). This suggests that organization encouraged substantial evaluative engagement because it directly connected structure with communicative effectiveness.

### d. Feedback on Discourse

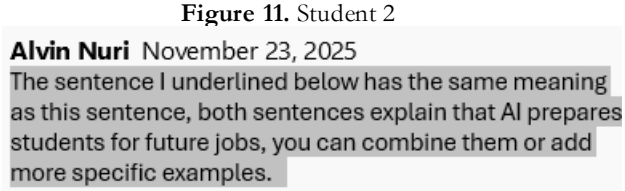
Discourse aspects received less frequency of feedback compared to other three aspects before, with the frequencies of 14. In this aspect, student tend to give a suggestion on the discussion and development of ideas, particularly on issues of redundancy, ambiguous references, and overall text cohesion. However, Student only provide feedback with the level 2 and level 3 on these sections.

**Figure 10.** Student 14




On the discourse aspect, level 2, student 14 on figure 10 only provide a caution as an implicit suggestion for the writer. Students focused their feedback on the avoidance of repetitions without any difference from previous paragraph by mentioning "copy and paste" inside the feedback.

**Figure 11.** Student 2

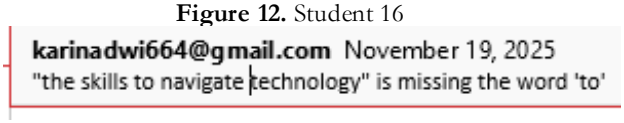



Nevertheless, students tend to perform better on the level 3. For example, student 2 on figure 11 address his peer's mistake by underlying several paragraphs that has the same meaning, which lead into inconsistency between paragraph. Student 2 also provide a suggestion by combine it or add more specific examples.

### e. Feedback on Syntax

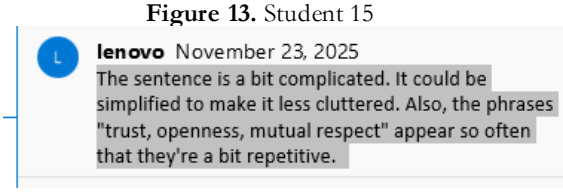
Similar to Discourse aspect, Syntax perform less on the documents, with the frequencies of 9 comments. When providing feedback on syntax itself, students mainly provided syntactic suggestions in the form of corrective actions for minor errors and restructuring of complex sentences to improve readability. Moreover, student mostly perform on the level 2 and 3 only.

**Figure 12.** Student 16




In level 2, figure 12 which contain of the feedback of student 16 addressing some missing grammatical error such as the use of 'to be' inside the sentence.

**Figure 13.** Student 15

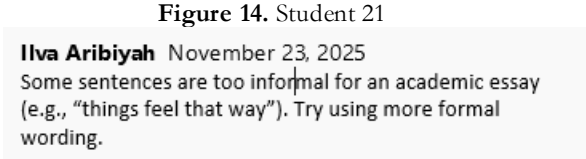



While on the level 3, student 15 on figure 13 provide a good explanation about how she felt complicated and confused when read the sentence. Then provide a suggestion to simplified the sentence as well as providing possible phrases that could be use by the writers, so that it's not repetitive. Due to the low frequency of these findings, it is indicated that a more in-depth analysis of these linguistic dimensions is necessary. In addition, it is emphasized that linguistic features such as coherence and cohesion devices are often still weak in students' writing and require specific instruction, so that without adequate training, these aspects are unlikely to be optimally addressed in feedback practices (Elfiyanto & Fukazawa, 2020).

**f. Feedback on Vocabulary**

In terms of vocabulary itself with the frequencies of 5, the comments and suggestions provided by students focused on reducing the use of non-academic vocabulary or informal expression that could hinder the coherence of a clear and structured paragraphs. Similar to those two aspects before, student mainly giving feedback on the level 3.

**Figure 14.** Student 21




Student 15 on figure 14 provide an explanation on how the sentences composed by the writer is informal for academic essay and provide and suggestion sentences, as well as reminder to use more formal wording. In line with this study, research conducted by (Sun et al., 2022) identified that student often giving feedback on surface level area includes vocabulary and grammar, while neglected the global area such as content, idea, and organizations. Furthermore, in her research, Rahmaniah (2025) discovered that vocabulary was less frequently assessed compared to other aspects of writing, includes grammar and coherence.

In general, the results of this research show that the feedback provided by EFL students is focused on global aspects, namely content and organization, as well as surface-level aspects, including mechanics, in comparison to linguistic aspects, which include syntax and vocabulary. It indicated that the priority of the students in giving feedback is focused to the easiest aspect to manage and understand. Moreover, the frequency of feedback in different level of depth provided by the students indicated the skill on providing proper and better feedback quality of the students. In addition, the findings also suggest the potential for developing peer feedback training so that more balanced and in-depth feedback on all aspects of writing could be provided.

**How Students' Experience When Conducting the Feedback?**

**a. The steps taken.**

Through interview data, it was shown that students in this study perceive peer feedback as a structured and reflective process (Laici & Pentucci, 2023; Stančić et al., 2024; Y. Zhang et al., 2024). As is stated by S20, *"So, I read all of his work first, then I try to do it myself as much as possible. So, I just point out what I can point out. After that, when I feel stuck on my feedback, I send it to AI and immediately ask if there is something missing in my feedback. And then, I elaborate AI's work using my own language so that it is more make sense and logic"* which showed that students follow a sequential process in considering and approaching peer feedback reflectively, with the position of primary evaluator being taken first before artificial intelligence (AI) assistance is involved.

The result of this study was in line with the research conducted by Stančić et al., (2024) which classified this process into four main stages: emphasized reading the text thoroughly and independently identifying key aspects of writing, evaluating the essay, composing aspect-focused comment, and reflection and evaluation through the feedback with conditional use of AI assistance during composing the feedback. In addition, direct and specific feedback on the text tends to be provided by students by highlighting certain sentences or sections in the writing. Through this approach, expected that comments will be clearer, useful, and straight to the point for writers. These findings are relevant with previous study showing that the more appropriate peer feedback leads to the improvements in writing.

**b. Feedback Dominated by Content, Organization, and Mechanics.**

The documentation data show that Mechanics (MEC), Content (C), and Organization (ORG) were most frequently addressed aspect in students' feedback. This pattern was reinforced by the interview process. As students 17 stated that *"I'm more at mechanics and content."*. Similarly, student 14 also prioritized global aspects by explaining *"Usually, I'm more at content and organizations. checking*

*whether the arguments were correct or not".* In addition to mechanics, content, and organization were also top priorities. S14 and S19 emphasized that they focused more on clarity of arguments, the strength of evidence, thesis statement, and coherence between paragraph. Students paid attention to whether the main idea was clear, the arguments was supported by sufficient evidence, and the structure of the writing was logically organized. These findings indicate that students understand argumentative writing as a form of writing that requires logical strength and a clear structure.

**c. The Use of AI as a Support in Peer Feedback**

The use of AI in the feedback process by the students is only as a supplementary. This happened only when students experience doubt or confusion regarding their efforts to provide relevant and clear feedback to the writer (Lo et al., 2026). More specifically, AI was used to identify potential gaps in the feedback or to support word choice. As Student 20 explained that *"After using AI, I elaborated the result using my own word…"* indicated that after consulting the feedback to AI, she still refined its suggestions independently. Student 14 also stated *"If it's hard to find the right word for the feedback… I seek for help to AI"* shows that they use AI selectively for wording support only. This insight is in line with study conducted by Black and Tomlinson (2025) which found that the use of Artificial Intelligence (AI) in writing feedback is to confirm assessments, refine a word choice, or identify potential gaps inside the feedback. In addition, feedback generated by AI is perceived by students as more detailed and easier to read than conventional feedback, and is then used to reconfirm the quality of structure, argument, and writing style (Lo et al., 2026). These findings suggest that a critical and reflective attitude is maintained towards AI output, so that control over the feedback process remains with the students and is not completely delegated to technology (Gillespie et al., 2023; Khalil & Er, 2023).

**d. Feedback as a Constructive Suggestion**

While identifying the errors, students also attempted to offer possible revisions or alternatives. Students 20 explained, *"it has suggestions in every comment provided"*, reflecting an effort to combine critique with guidance for better improvement. Likewise, student 19 described her feedback style *as "straight to the point... then provide alternative phrasing for them".*

Study conducted by Lin et al., (2021) note that in corrective feedback, students favoring suggestions like rephrasing or alternatives, using indirect, direct, and metalinguistic strategies with explanation and suggestion for change, resulting on 86.11% accuracy rate in successful revisions. In the interview, S17, S19, and S20 explicitly stated that they strive to convey criticism in a respectful, neutral, and solution-oriented manner. The use of phrases like "I think you should…" or "Maybe you could…" indicates that students are aware of the importance of maintaining interpersonal relationship when critiquing a peer's work. This signifies that peer feedback is understood as a collaborative learning process, not a judgmental evaluation (Huang, 2024).

## CONCLUSIONS

In regard to answer the first research question, the results from documentations and interview show that students provide various aspects of writing on their feedback. The result showed that the most frequently aspects of writing that is provided by the students was content, followed by mechanics, then continued with organizations, while discourse and syntax occurred in relatively comparable portions, and lastly with the most less frequency was vocabulary, all with various levels of feedback. From that, it can be concluded that the students tend to prioritize the global area such as content and organizations, followed with the surface level area such as mechanics. While linguistics components such as syntax, discourse, and vocabulary receive less focus when providing feedback.

Meanwhile, the second research question based on the results of the semi structured interview which describe on the students' experiences when providing feedback revealed that students tend to emphasize four steps on providing peer feedback such as deep reading on the

students' essay, continued with evaluation on the text, then composing the feedback based on the evaluation while emphasize the use of AI conditionally, and lastly, reflection and revision on the feedback. This pattern show that as a main evaluator, students still emphasized the balance between the self-analytical process and the conditional use of artificial intelligence as a complement. This indicates that AI can be positively integrated into the peer feedback process in an appropriate manner and within certain limits to preserve students' autonomy.

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