A decade of Indonesian EFL students’ voices toward peer feedback practices during synchronous and asynchronous periods: A systematic literature review

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Abstract

The discussion regarding the utilization of peer feedback necessitates careful consideration, particularly within the university context. However, the impact of using peer feedback remains indeterminate. This study investigated Indonesian EFL students’ perceptions of implementing peer feedback during synchronous and asynchronous periods. A systematic literature review (SLR) method was applied in this study. The data were gathered using the Lens database, evaluated using PRISMA, and coded based on the research questions. The data were separated into two parts over ten years: synchronous (2012-2018) and asynchronous (2019-2022). The findings indicated positive and negative comments. In terms of positive comments, students claimed they got a better understanding; however, in terms of negative comments, students mentioned that the feedback was questionable. The students implemented peer feedback via online and offline media. For online media, students use social media, such as Instagram, Facebook, and websites. In terms of offline media, students used papers. The students also implemented some types of peer feedback, such as support comments, knowledge sharing, negotiation, appreciation, and criticism. The current research limitations and suggestions underscore the need for broader investigations across diverse educational levels and geographical contexts, emphasizing the imperative to enhance the study’s generalizability and validity.
Keywords: asynchronous; peer feedback; synchronous; systematic literature review (SLR); writing skill

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Introduction

In the last decades, in a variety of educational instances, peer feedback is commonly used to improve writing skills. Peer feedback has attracted the attention of many second languages (L2) and foreign languages (FL) (Saeed et al., 2018). The peer feedback method effectively improves academic achievement (Simonsmeier et al., 2020). Peer feedback is commonly known as peer correction. Directive methodologies and communicative learner-centered or assessment tools are used to write (Yu & Hu, 2017). Hence, peer feedback can help students manage their ability to interact with peers and create a student-centered learning atmosphere.

The peer feedback method has many advantages. The advantage of peer feedback is students can develop their ideas and fix their inconsistencies in writing (Astrid, 2015). When processing peer feedback, students are likely to encounter (a) performance characteristics that the feedback provider deems incorrect or improvable and (b) a feedback component that identifies and creates these appearance elements. Peer feedback can be used to determine how much students’ tolerance for handling mistakes and peer criticism influences how much of it they use. Thus, peer feedback empowers students to report and address their peers’ work by using their knowledge and abilities (Ballantyne et al., 2002).

Students have a valuable opportunity to improve their limited exposure to various learning activities through communication and interaction with their classmates during real-time activities, such as sharing learning challenges and learning solutions and developing spontaneity and confidence (Ismiatun & Suhartoyo, 2022). It is indicated that the peer feedback method is still frequently applied in the area of writing. In this context, the type of classroom instruction
initiates an active, auto-learning process that includes personal interaction and collaborative learning (Ballantyne et al., 2002; Ismiatun & Suhartoyo, 2022).

The enforcement of peer feedback is still huge. Students most likely used some form of peer feedback, such as encouragement, knowledge exchange, negotiation, gratitude, and criticism (Yusuf et al., 2016). Support, gratitude, or praise may develop their linguistic skills and build their self-belief (Hyland & Hyland, 2006). The critique refers to certain direct responses written to point out the writers' errors (Wahyudin, 2018). In terms of online peer feedback, students implemented some media. Students implemented online peer review via mobile phone and computer (Aydawati et al., 2018). Further, research conducted a study on implementing peer feedback via a Facebook application (Wahyudin, 2018). Additionally, a research study about the understanding of institution students' peer correction form in EFL writing using a problem study. The results also show that their peer feedback experience was embedded in a unique sociocultural setting and was influenced by a variety of variables, such as views and values, motivations and objectives, cohesion, feedback training, feedback approaches used by teachers, experience, and culture of assessment and learning (Yu & Hu, 2017).

Many prior studies concentrated on the effect of peer feedback on writing abilities. For example, a study was conducted on the impact of capability development and specific reviews on the writing self-efficacy and string revision of institutional-level EFL students (En-chong, 2022). Another research examined how online feedback affected ESL/EFL writing. The findings help provide online ESL/EFL writing evaluations and insights into online ESL/EFL writing courses (Lv et al., 2021). Another study by Yu and Hu (2017) explained that the peer correction method differs when used in a group or individual. The difference lies in the application and results of student corrections. The findings also revealed that feedback from peers has its specific social and cultural context and is mediated by various elements such as views and values, motives and goals, feedback experiences, feedback training, and feedback group dynamics (Yu & Hu, 2017).

Another study conducted by Aben et al. (2022) was about influences on students' peer feedback uptake. It discussed the connection between error tolerance, feedback tolerance, writing self-efficacy, perceived language skills, and peer feedback processing. The findings revealed that (1) fault tolerance is associated with feedback tolerance, (2) peer feedback perceived verbal ability, (3) error tolerance, feedback tolerance, and self-writing are all positively associated with the adoption of peer advice on writing style. The utilization of peer input did not affect the effectiveness. The findings highlight the critical role of errors in
peer feedback processing and show the significance of interpersonal traits in evaluating or explaining peer feedback should not be underestimated (Aben et al., 2022).

Much research has been done on the methodology of using peer feedback in writing (Aben et al., 2022). These studies use the meta-analysis method, placement test, mixed method, case study, qualitative, and quantitative. The first study was conducted to understand peer feedback practices among university students in EFL writing, and the researchers used a case study (Yu & Hu, 2017). The second study investigated the effect of formative peer criticism on academic writing in higher education students. The researchers used a meta-analysis methodology (Huisman et al., 2018). The third study used the same methodology on some impact of peer correction in an educational context (Double et al., 2020).

The discussion about using the peer feedback method must be reviewed, especially at the university level. The impact of using peer feedback methods remains unclear. On the other hand, not all students who had to undertake peer evaluation thought the assessments were beneficial. A study was conducted on the impact of formative feedback in university education using a meta-analysis approach. The findings revealed that the influence of peer feedback on writing improvement remains weak, indicating the requirement for further quantitative and methodology-based research (Huisman et al., 2018).

It has been mentioned above that most studies used the meta-analysis method, placement test, mixed method, case study, qualitative, and quantitative. According to Card (2012), meta-analysis is a quantitative analysis that uses a lot of data by applying statistical methods and organizing several pieces of information derived from information that comes from large samples. A systematic literature review (henceforth, SLR) is a study that uses existing studies used by other researchers and is conducted systematically and qualitatively to obtain an in-depth understanding of something (Petticrew & Roberts, 2006). Meta-analysis is more qualitative than statistical methods in its performance, whereas SLR is qualitative without statistical methods (Card, 2012). Using the SLR method in the present study, we could find out the use of peer assessment in hybrid learning during 2012-2022. Distinguishing online and offline periods will facilitate the process of retrieving data. It has been separated into two parts over ten years: synchronous (2012-2018) and asynchronous (2019-2022). Within a decade, it is possible to get comprehensive results.

There is still little research on the perceptions of using peer feedback in Indonesia. The studies were discussed in another country. First, research on the use of peer feedback methods by Chinese students (Tian & Zhou, 2020). Besides that, the perception regarding using peer feedback still needs review. Second, the
study was conducted on the effectiveness of peer assessment; the participants were 46 Iranian English major students (Jalil & Muhammad, 2019). However, it is still a view of research on the student's perception of using peer feedback in the Indonesian context. To fill in the gap, this study investigated students' perceptions about using peer feedback focusing on the Indonesian context by using an SLR during synchronous and asynchronous periods from 2012 to 2022. Referring to the circumstance, we were keen to seek the answer to the following research question:
(1) What are Indonesian EFL students' perceptions of the use of peer feedback during synchronous and asynchronous periods from 2012 to 2022?
(2) How are Indonesian EFL students implementing peer feedback in their writing skills during synchronous and asynchronous periods from 2012 to 2022?

Literature review

Peer feedback

Higher education institutions have recently started using peer assessment and feedback as an alternate feedback method. Peer evaluation and peer feedback are how teams of people offer formative insights to one another. Many studies established that students view peer feedback positively (Falchikov, 2006). Therefore, a peer feedback exercise requires students to review and clarify the works of their peers using their knowledge and skills (Ballantyne et al., 2002). The high cognitive strain of these exercises improves the quality of learning, particularly the student examiners; learners are empowered (Sum & Oancea, 2022). Thus, as students grow more competent at applying feedback criteria and crystallize their understanding of the subject being examined, the entire peer feedback process encourages them to be critical and independent learners (Falchikov, 2006).

Students' perspective on peer feedback

Students view the use of peer feedback positively. A study explored students who reviewed anonymous written peer feedback in the context of authentic writing academic text (Huisman et al., 2018). The study showed that the presence of explanatory comments positively related both to how adequate students perceived the peer feedback to be, as well as to students' willingness to improve based upon it. Another study analyzed the data and identified four themes of
student learning from peer feedback: (1) increasing knowledge of the thesis/dissertation genre, (2) enhancing academic writing abilities, (3) becoming a more skilled learner by seeking outside assistance, and (4) developing as a more reflective and critical academic writer (Yu & Hu, 2017). The results can help students better understand the possible educational benefits of peer review of academic theses. In another study, students revised their writing in response to teacher and peer criticism, but teacher criticism was more likely to be acted upon and resulted in greater writing improvements. Teacher corrections and comments are more favored by students (Tsui & Ng, 2000).

**Empirical studies**

**Benefits of implementing peer feedback methods**

The study discovered that peer feedback might assist students in (1) developing knowledge of the essay genre, (2) developing academic writing skills, (3) growing increasingly skilled learners by accessing external guidance, and (4) developing into a more thinking and analytical academic writer (Zhang & Yu, 2019). The findings can help students better understand the possible learning opportunities that come from providing peer assessment on an academic thesis (Zhang & Yu, 2019).

The data mentioned that after receiving feedback, the students thought their learning was better and felt more committed to advancing both their learning and that of their peers (Ion et al., 2018; Zhang & Yu, 2019). One of the research's main findings was the role of students in their learning. Most participants agreed that receiving feedback benefited their learning, demonstrating that students desire to be active participants in their education and value their contribution to creating teaching and learning activities (Ion et al., 2018). To enjoy the full benefits, feedback must be combined with coaching and coaching to ensure strong associations with the action, clear up any questions, and make explicit the observations given (Ion et al., 2018; Zhang & Yu, 2019).

The research examined giving and receiving peer criticism on writing performance (Wu & Schunn, 2020). The result showed that the number of revisions indicated improvement in writing ability, and receiving and offering more feedback was linked to a high probability of making revisions (Wu & Schunn, 2020). However, giving feedback also directly impacts written maintenance and improvement (Zhang & Yu, 2019). It was suggested that to encourage students to develop good attention toward peer assessment, it was essential to a) provide extensive training to them, b) involve them in the discussion of developing feedback criteria, c) reach a consensus between teacher
and students on the better guide of the final grade/mark; and d) establish in the group of students a sense of awareness and responsibility (Wu & Schunn, 2020; Zhang & Yu, 2019).

The research investigates students’ perceptions while implementing peer corrections in English writing. Twenty students took in and attended a writing class at a public institution in Surakarta’s English Education Department (Tsuroyya et al., 2020). Students were given a template to evaluate other students’ writing efforts and receive peer feedback. After the writing projects, questionnaires were gathered to collect data. The findings showed correction boosted their writing motivation, self-regulation, bidirectional communication, and critical analysis (Tsuroyya et al., 2020).

The peer feedback literature describes the advantages of integrating peer evaluation in a class activity and shows that, generally, the student behaves nicely when participating in the class (Yu & Hu, 2017). Although some students have changed their minds, some view peer feedback and grading negatively (Yu & Hu, 2017). These negative varieties mean the entire peer feedback process must be improved (Yu & Hu, 2017). Hence, the agreement between the earlier and present research is equally researching the students’ beliefs of using the peer evaluation method in writing skills. In the present study, we applied the SLR method and focused on an Indonesian context.

Method

Research design

The systematic literature review (SLR) method (Petticrew & Roberts, 2006) was employed to retrieve and analyze the research focus for this study. It investigated students’ perceptions about using peer feedback focusing on the Indonesian context during synchronous and asynchronous periods from 2012 to 2022. SLR methodology uses a systematic procedure to collect, identify, and critically examine available research studies (e.g., articles, conference proceedings, books, and dissertations) (Gozali et al., 2022; Petticrew & Roberts, 2006). The SLR provided the reader with current literature on a topic. The purpose was to analyze crucial aspects of current understanding concerning research problems to identify opportunities for additional investigation. The current study was guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) methodology (Moher et al., 2009; Page et al., 2021). PRISMA can provide syntheses of the state of knowledge in a field, from which future research priorities can be identified; it can address questions that individual
studies would not be able to answer; it can identify problems in primary research that should be corrected in future studies; and it can generate or evaluate theories about how or why phenomena occur (Moher et al., 2009; Page et al., 2021). The PRISMA guideline was used in this study. It is becoming increasingly popular among researchers who conduct systematic reviews, as seen by the many references and endorsements it has received (Moher et al., 2009; Page et al., 2021). PRISMA has been used recently to guide systematic reviews in education in several studies (Bond, 2020; Crompton et al., 2022; Na & Jung, 2021). One of them was specifically about ELT and looked into the issues and trends surrounding the use of the flipped classroom model for teaching English (Turan & Akdag-Cimen, 2020). For this inquiry, this study offered a priceless point of reference.

**Research object**

As mentioned earlier, this study implemented SLR. Some of the processes need to be cleaned and progressively systematized. The objective was to make identifying article publications in national and international journals that had done in-depth research easier. As a result, it could relate to the issue of choice. Additionally, the predetermined journal criteria allowed us to concentrate on studying the targeted outcomes (Table 1).

**Table 1**

**Criteria of the article**

<table>
<thead>
<tr>
<th>No.</th>
<th>The criteria for the article publication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Publication types were journal articles.</td>
</tr>
<tr>
<td>2.</td>
<td>Published in the last ten years range (2012-2022)</td>
</tr>
<tr>
<td>3.</td>
<td>The level of study only in Higher Education</td>
</tr>
<tr>
<td>4.</td>
<td>The scope was the perception of peer feedback implementation during the synchronous and asynchronous periods.</td>
</tr>
<tr>
<td>5.</td>
<td>The study setting is Indonesia.</td>
</tr>
<tr>
<td>6.</td>
<td>The journal is indexed by Sinta and Scopus</td>
</tr>
</tbody>
</table>

(Source: Sum & Oancea, 2022)

The criterion is adapted from Sum and Oancea (2022). The adaptation was considered in terms of study level, study setting, scope, and years of publication. On the educational level and setting, the articles were sorted based on the higher education levels in Indonesia setting. The scope focused on the student’s perception of peer feedback provision during the synchronous and asynchronous periods. Regarding the dissimilarities at hand, we employed varying temporal extents, encompassing 2012 to 2022. We established a chronological framework for the year. The focal point of the investigation.
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exhibits a diverse range. Moreover, the author used national and international indexes in their research, while the adoption articles only used international indexes.

Data collection

The data were gathered through the Lens database (https://lens.org) (see Figure 1). The references used "peer feedback writing" as a keyword. The data search was started from 2012 to 2022 by choosing the Open Access, Abstract or Full Text, and Title features; it was hoped that it could facilitate the search process. There were 18,000 references related to peer feedback writing. The data search process was continued by using the "edit search" feature and providing 3 keywords: peer feedback, peer feedback L2 writing, and peer feedback EFL writing. There were 726 references related to the keyword. The 726 references comprised 714 journal articles, 5 books, 4 book chapters, 2 journal issues, and 1 conference proceeding. The type of reference used was a reference in the form of a journal article. The article that had been selected was based on the title of the article, which discussed peer feedback for EFL students. The 58 articles matched the criteria. The next selection process was based on the journal index. The article was indexed by Sinta (https://sinta.kemdikbud.go.id/) and Scopus (https://www.scopus.com/). There were 34 journal articles (16 Sinta-indexed journal articles and 18 Scopus-indexed journal articles). Some articles could not be included because they did not match the criteria as mentioned earlier. The articles that met the index standards were chosen based on the research findings. A total of 8 journal articles (7 Sinta-indexed journal articles and 1 Scopus-indexed journal article) fit the criteria.

Search term Lens database in peer feedback writing: Scholarly Works (726) = (Title: (peer AND (feedback AND writing)) OR (Abstract: (peer AND (feedback AND writing)) OR Full Text: (peer AND (feedback AND writing)))) AND ((Title: (peer AND (feedback AND (L2 AND writing))) OR (Abstract: (peer AND (feedback AND (L2 AND writing))) OR Full Text: (peer AND (feedback AND (L2 AND writing ))))) AND (Title: (peer AND (feedback AND (EFL AND writing))) OR (Abstract: (peer AND (feedback AND (EFL AND writing))) OR Full Text: (peer AND (feedback AND (EFL AND writing ))))))

Data analysis

The collected papers were used in the process of analysis. We complied with the research questions in the journal obtained using the format for paper analysis, as shown in Table 2.
Table 2 shows that it was used to make the data analysis easier. It could detect which papers answered the research questions. We used the external checking process to ensure the reliability of the results. A total of 2 expert teachers checked, validated, and offered suggestions to improve the accuracy of the findings.
### Table 2

**Format for paper analysis**

<table>
<thead>
<tr>
<th>No</th>
<th>Paper details</th>
<th>Research question 1 (RQ1)</th>
<th>Research question 2 (RQ2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kustati &amp; Yuhardi (2014). The effect of the peer-review technique on students’ writing ability. (Scopus-indexed journal article)</td>
<td>• Peer feedback helped the student improve their writing.</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Astrid, A. (2015). Using peer responses and teacher’s written feedback technique through the blog in the Writing II class of the English education study program. (Sinta-indexed journal article)</td>
<td>• Reading comments from a peer can improve the quality of writing • By using blog, students have their own space and write effectively • Using a blog to do peer feedback is more interesting than on a piece of paper</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Aridah, A., &amp; Iswari, W. P. (2021). The effect of indirect feedback on students’ writing performance across different learning strategies. (Sinta-indexed journal article)</td>
<td>• Students show a bit of an increase.</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Yusuf, Y. Q., Silviyanti, T. M., &amp; Tauhidah, R. (2016). Looking into the EFL students’ type of feedback on peer correction activity. (Sinta-indexed journal article)</td>
<td>• Peer feedback can help the students support each other to improve their writing. • Peer correction was doubted for accuracy and quality</td>
<td>• Support comment • Sharing knowledge • Negotiation • Appreciation • Criticism</td>
</tr>
<tr>
<td>5</td>
<td>Aydawati, E. N., Rukmini, D., Bharati, D. A. L., &amp; Fitriati, S. W. (2018). The correlation between online peer review and academic writing students’ learning</td>
<td>-</td>
<td>• Students used mobile phones or computer. • Students implemented WEB</td>
</tr>
</tbody>
</table>
styles. (Sinta-indexed journal article)

6. Wahyudin, A. Y. (2018). The impact of online peer feedback on EFL students writing at the tertiary level. (Sinta-indexed journal article)

| Students provided comments on the papers.


| Students can be critical
| Students developed their idea
| Students learned to be individually
| Students learned from each other
| Students became aware of mistakes and lack

8. Tsuroyya, C. (2020). Students’ perception on peer correction in academic English writing: A case study in a higher education. (Sinta-indexed journal article)

| Students know their mistakes from their peer
| Students received helpful feedback from peer
| Students grew self-reflection
| Peer feedback can minimize writing anxiety
| Because of their weak linguistic ability
| Students desired to be corrected by teachers.
| Students need a rubric as guidance.

Findings

This research was conducted through a systematic literature review (SLR). We analyzed eight papers, and then the results of the analysis were used to answer two research questions. The first research question was about the Indonesian students’ perception of using peer feedback methods during synchronous and asynchronous periods from 2012 to 2022. The second research question concerned the implementation of peer feedback by Indonesian students during synchronous and asynchronous periods from 2012 to 2022.
Indonesian students’ perception of using peer feedback method during synchronous and asynchronous periods from 2012 to 2022

Of eight papers that have been analyzed, we found six papers related to the EFL Indonesian student's perception of using peer feedback during synchronous and asynchronous periods. Table 3 shows the list of papers that answered the first research question.

Table 3
Indonesian students’ perception of using peer feedback method during synchronous and asynchronous periods from 2012 to 2022

<table>
<thead>
<tr>
<th>No</th>
<th>Paper detail</th>
<th>Indonesian students’ perception</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Positive result</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Negative result</td>
</tr>
<tr>
<td>1.</td>
<td>Kustati &amp; Yuhardi (2014). The effect of the peer-review technique on students’ writing ability. (Scopus-indexed journal article)</td>
<td>• Peer feedback helps students get better in terms of writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher implemented traditional teacher feedback and peer feedback</td>
</tr>
<tr>
<td>2.</td>
<td>Astrid, A. (2015). Using peer responses and teacher’s written feedback technique through a blog in Writing II class of English education study program. (Sinta-indexed journal article)</td>
<td>• Students read comments from peers, and it can increase their writing performance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students used blogs to implement peer evaluation; it helped them have their own space and write effectively.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students feel more comfortable while implementing peer feedback through the blog than on a piece of paper.</td>
</tr>
<tr>
<td>3.</td>
<td>Yusuf et al. (2016). Looking into EFL students’ type of feedback on peer correction activities. (Sinta-indexed journal article)</td>
<td>• Students will likely use peer feedback to support each other to improve their writing.</td>
</tr>
</tbody>
</table>
Table 3 indicates that the first study looked at the impact of peer evaluation on students' writing skills (Kustati & Yuhardi, 2014). The study employed an experimental research design. This study included 65 undergraduate students in the university’s English Department in Padang, Indonesia. The students’ reactions to employing the peer review technique were favorable.

The peer evaluation approach in the experimental group can enhance the student's writing skills and motivation. There are a few reasons why the peer review method worked so effectively in the study. First, there is the peer review method, which is similar to the mature tradition of Minang culture based in Padang, Indonesia. Second, emphasizing the peer review technique assists the teacher in reducing the negative consequences of teacher correction on students' grades.

The second study focused on peer comments and instructor evaluation (Astrid, 2015). The researcher used the experimental method and divided the
students into two groups: controlling and experimenting with university students as the participants in the study. This study included a total of hundred and twenty students divided into four groups. To obtain data, the researcher administered an exam and distributed questionnaires. The test was administered before and after the treatment (pretest and posttest). The researcher used a pretest to allow students to choose one of five descriptive paragraphs to expound on in descriptive writing text. Students were treated following the pretest. The control group received written comments from the teacher, while the experimental group received peer feedback. Following treatment, both groups were given a posttest. The researcher distributed a questionnaire to assess the students' perceptions. The students' responses to using peer feedback were various.

First, reading comments from peers can help to better their writing. Most students knew that when they posted something on social media, anyone may see it, enhancing their efforts to write their best. Providing a comment session additionally enhanced students' writing abilities and increased their confidence when commenting on their classmates' written work.

The next perception is that students believe they have their place when they use the Blog approach and peer feedback. This gave them more time to write than they had in class, with a time constraint to write. Students noticed that it improved their writing approach. It has been demonstrated that their writing ability improves as they learn.

The following perception was that using a blog in the peer feedback method was more interesting than using a paper. Most of the forty-five students noticed they were more successful on the blog. Around forty-eight respondents mentioned that it was fun to write on the blog and give some comments and suggestions. They freely expressed themselves. The most significant aspect is that they do not need to bring their classmates' papers because they can write anywhere using their mobile phones or laptops. The third research examined the feedback used in peer correction activities (Yusuf et al., 2016). Twenty-five student submissions were gathered and graded. The input was divided into two categories (responding and correcting). In class, the instructor for these subjects organized and trained students in peer correction activities. These students were given an explanation regarding the way peer correction works before the activity began. Following data collection, we classified and coded the essay feedback into responding and corrective feedback. The findings revealed that the most common kinds of feedback are support, knowledge exchange, discussion, gratitude, criticism, and consultation. Students had both good and negative reactions to the type of peer response.
The first perception mentioned positively that peer correction can aid students in supporting each other to get a better increase in writing. By using peer feedback, students feel they have support from their peers. Students feel they can gain an increased ability to write. The way peers supported this was by giving compliments like, "The essay is interesting...”.

The following perception is mentioned negatively. Students prefer teacher feedback since peer correction is doubted for truth and value. Students want to get and desire to be provided much support by their teachers on their writing mistakes to improve their writing skills and courage.

The fourth research examined and defined online argument writing peer feedback activities and the importance of receiving peer criticism (Ryandini et al., 2019). Three students from the English Education Department at a private university in East Java were the respondents of this study. The researchers employed semi-structured interviews as well as observation. As a result, the researchers conducted research. They gathered feedback from students through the Instagram app’s online writing activity, completed by other students in the class who the lecturer chose to comment on the three students’ writing. Each writer must create a hashtag in the classroom for their peers to find their writings. Following that, the students’ responses were interviewed to gain peer evaluation. A semi-structured interview was developed to ask particular questions. The outcome mentioned positive student responses.

The first perception showed that students can be critical. Most peers commented on the lack of thesis statements in the introduction paragraph, errors in summarizing the body paragraphs in conclusion, errors in sentence structure, the exclusion of debatable titles, the absence of a counter-argument in the body paragraphs, and too few sentences in the body paragraphs and conclusion.

The following perspective was that students developed their ideas, learned to be individuals, could learn from each other, and became aware of their flaws and deficiencies, which was wonderful because students could get helpful feedback. Students can learn from one another by accessing more than just a book and teacher feedback.

The fifth research used a case study design (Tsooryya et al., 2020). Around twenty students (14 female and 6 male) participated as volunteers. The data collection used a questionnaire. Students took turns providing or receiving feedback. The online peer evaluation was provided, and the student's writing progress outcomes can be deduced from the rubric provided by the teacher.

The first perception mentioned that students know their mistakes from their peers. Six of the approximately fifteen respondents have a neutral opinion, and five participants favor using peer corrections in writing class. The next
perception was to grow self-reflection. Students supporting peer correction said, "Peer correction motivates me when my friends' work is better than mine." The other perception was minimizing writing anxiety. After receiving a response from a peer, students must analyze the advice, challenge its validity, weigh it against their abilities and ideas, and then decide. Because of their poor linguistic abilities, students require a rubric as a guideline.

Although three students have unfavorable feelings about peer correction, six have positive feelings. The second perception was using peer feedback; a peer provided valuable input to the students. According to the data, most students prefer to employ peer correction in a writing class since they can comprehend the errors of their peers.

The sixth research was about the impact of implicit explicit corrective comments on students' writing quality (Aridah et al., 2021). The research was a pre-experimental design, including a pretest and posttest was chosen. All essays completed by students before getting feedback from the teacher were part of the pretest. This study included twenty-one students from the English Department in Samarinda, Indonesia. The complete random technique was used to select the participants, meaning the entire class was used as the study's sample. This study's data was gathered using two separate instruments: writing assignments and a questionnaire on language learning practices. With indirect feedback, the students' writing improved slightly.

Indonesian students' implementation of the peer feedback method during synchronous and asynchronous periods from 2012 to 2022

Based on eight papers that have been analyzed, four papers are related to the EFL Indonesian students' implementation of using peer feedback during synchronous and asynchronous periods. Table 4 shows the list of papers that answered the second research question.

Table 4 shows that the first research was conducted on EFL students' type of feedback on peer correction activities (Yusuf et al., 2016). The researchers stated that supportive peer feedback was the most commonly used type. In the data, there were 28 incidences (45.9%). Students provided support and suggestions for improvement to their peers' essays. The peer found mistakes and gave supporting feedback. 'Not a huge deal,' 'at once you did,' and 'try over' are some of the encouraging statements used to calm the writers and tell them that their mistakes will be corrected in the future. Students often promote their friends' work in this type of review rather than focusing on the problems in the essays in detail.
Table 4
Indonesian students’ implementation of the peer feedback method during synchronous and asynchronous periods from 2012 to 2022

<table>
<thead>
<tr>
<th>No</th>
<th>Paper detail</th>
<th>EFL students’ implementation</th>
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<td></td>
<td><strong>Synchronous period</strong></td>
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<td>1.</td>
<td>Yusuf, Y. Q., Silviyanti, T. M., &amp; Tauhidah, R. (2016). Looking into</td>
<td>Some kinds of peer feedback students implement are support comments, sharing</td>
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<td>EFL students' type of feedback on peer correction activities. (Sinta-</td>
<td>knowledge, negotiation, appreciation, and criticism.</td>
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<td>indexed journal article)</td>
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<td>2.</td>
<td>Wahyudin, A. Y. (2018). The impact of online peer feedback on EFL students</td>
<td>Students provide comments for each other through paper directly.</td>
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<td>writing at tertiary level. (Sinta-indexed journal article)</td>
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<td><strong>Asynchronous period</strong></td>
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<td>The correlation between online peer review and academic writing students’</td>
<td>activity. The comments were given through WEB.</td>
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<td>learning styles. (Sinta-indexed journal article)</td>
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<td>argumentative writing? (Sinta-indexed journal article)</td>
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The next implementation was sharing knowledge. Students are sharing their knowledge (19.7%). Sharing knowledge was their way of expressing their dissatisfaction with the papers’ substance and structure, which they found unacceptable, and adding to their grasp of the topic for future improvement. The students made numerous ideas, followed by thorough justifications for the authors to modify their works to make them more engaging and enjoyable to read.

Negotiation was the next step in the process. The students generally argued about concepts and appropriate phrasing for their peers. Negotiable alternatives to provide concepts or indicate the right form for the mistakes discovered in the essays were supplied. The majority of the responses were formatted as questions, ideas, negotiations, or motivations.

The following implementation was appreciation. The statistical analysis shows that the style of gratitude response was the least common, with 5 (11.5%). Students make favorable comments about their classmates’ writing in the form
of grateful feedback. Complimented the peer work with the words “great” and “amazing”.

The most recent implementation was a criticism of peer feedback. Students directly criticize their peers’ errors, and most focus on the essay’s arrangement and cohesion. To express their disapproval, they used phrases such as ‘not obvious,’ ‘not related,’ and those in comparison.

The second study looked at the effect of online reviews on higher education EFL students’ writing (Wahyudin, 2018). Peer feedback was collected through Facebook in this study. Eighty-one bachelor students were enrolled in Essay Writing, a mandatory subject. The peer feedback implementation was by providing comments for at least three pieces of work and then uploading them to the Facebook group. Peers offered comments and criticism to students. They should go back and modify and edit their work. After the editing session, they were allowed a week to begin reviewing their peers’ manuscripts and publicizing their remarks on Facebook.

The third research was about the relationship between online peer review and the expository writing styles of students (Aydawati et al., 2018). This study looked into how synchronous online peer review in academic writing can be used to assist students in revising and improving their writing skills. Around fifty students in academic writing class participated in this study. The study used an experimental design. The study employed a pre-and post-test and gave a questionnaire. Students implement the peer feedback method utilizing a cell computer or mobile device. This is because the form of peer review used is online peer review. Thus, students can do peer reviews wherever they are. The results showed that there was an increase in value and a positive impact from the application of the peer review method.

The final research examined peer evaluation action in online essays (Ryandini et al., 2019). The objectives of this study were to investigate and characterize peer evaluation activity in digital essays and to delve into the content of receiving peer critique. To answer the research questions in this study, the researchers applied a qualitative technique. This study included three participants from the English Education Department at a private university in East Java. Observation and a semi-structured interview were used to collect data. Students implement the peer feedback method using Instagram media. Using the hashtag feature makes it easy for teachers to check students’ work when asked to remark on three of their friends’ writings. Students commented on the peer’s work, including incomplete concepts in the introduction, grammar and sentence structure errors, and body paragraphs that were too short. Following peer input, students made significant improvements in the next argumentative essay project.
Discussion

This section explains the most essential findings from the research question. The first one is regarding the EFL Indonesian student perception of using the peer feedback method during synchronous and asynchronous periods. The results of students' perceptions regarding the peer feedback method have a positive and negative perception both in synchronous and asynchronous periods. The positive perception of using the peer feedback method by EFL Indonesian students in the first synchronous period is that reading comments from peers can increase the quality of writing. Their peers review the writing using the abilities they have gained. This is the same as the study conducted by Ballantyne et al. (2002), which stated that a peer feedback exercise requires students to evaluate and explain their peers' using their knowledge and skills.

The third advantage of using peer criticism in writing is that it allows pupils to have their area. Students are free to comment on their peers' actions. The following favorable opinion of using peer feedback was that using a blog for online peer feedback is more incredible than using paper. Those are similar to the study conducted by Astrid (2015), who mentioned that the students enhanced their concepts and resolved any faults in writing. Students have more time and space to revise their classmates' comments when they develop their ideas.

The most recent positive opinion of using peer feedback was that online peer feedback via a blog is more intriguing than paper peer feedback. It has been mentioned above that peer review accuracy and quality are disputed. Students preferred to get feedback from their teacher. This is similar to what Tsui and Ng (2000) stated that teachers prefer student corrections and comments. There were various positive perceptions during asynchronous periods. Students can be critical, develop their ideas, and learn to be individuals; students can learn from each other, become aware of mistakes, know mistakes from their peers, receive helpful feedback, grow self-reflection, and minimize writing anxiety.

Another study examined the data and determined four areas of student learning through peer feedback: (1) gaining knowledge of the thesis/dissertation genre, (2) strengthening academic writing abilities, (3) growing as a more proficient learner by seeking outside assistance, and (4) maturing as a more thoughtful and critical academic writer (Zhang & Yu, 2019).

The second concerns Indonesian EFL students implementing peer-feedback methods in writing during synchronous and asynchronous periods. During the synchronous period, students were implementing peer feedback in writing in various ways. Those are support comments, sharing knowledge, negotiation, appreciation, criticism, and provided comments for at least three pieces. It is equal to the study by Hyland and Hyland (2006) that support, appreciation, or
praise can improve their language performance and make them confident. In terms of criticism, it’s related to the study by Lee (2018), criticism indicates responses explicitly addressed to pointing out the writers’ errors.

Indonesian EFL students will implement peer feedback methods in writing during asynchronous periods in the following term. The finding mentioned that students implemented mobile phones or computers and Instagram for doing peer feedback. It is similar to a study about online peer review conducted by Wahyudin (2018); the researcher used Facebook as the media to implement peer feedback. The result showed that peer feedback outside the classroom space was given to provide an opportunity for students to practice their writing, as well as improve their analytical and error correction skills.

Conclusion

This study investigates Indonesian EFL students’ perceptions about using peer feedback focusing on the Indonesian context through systematic literature review (SLR) during synchronous and asynchronous periods from 2012 to 2022. Based on an examination of the eight studies, it is indicated that there are various responses or perspectives about the use of peer feedback in writing by EFL Indonesian students. The response was mentioned positively and negatively. The positive perceptions were that students felt their writing ability improved during the implementation of peer feedback, and they also got a better understanding after reading their peer comments. Regarding negative perception, students need guidelines to help guide their peer feedback activity. Moreover, students were in doubt about the quality of peer feedback. Peer feedback in writing was provided based on paper and online media such as Facebook, Instagram, and blogs.

This study has several limitations; first, it discusses a higher educational level. Future studies should be conducted at other levels, such as secondary school, to produce more comprehensive results. Second, the research scope of EFL students is only in Indonesia, so further research can involve other countries, especially in Asia because the relevance is the same as in Indonesia. The third is that this research used one source to collect the data; future research can involve more sources such as Publish or Perish, ProQuest, EBSCO, Web of Science, SAGE, etc.

Based on the findings in this research analysis, peer feedback has been implemented in synchronous and asynchronous periods. Peer assessment can increase students’ writing ability and technological knowledge. Thus, the impact of peer assessment is still positive and negative. Future studies should strengthen the research rubric to learn about students’ perceptions of using peer assessment.
The implementation of peer evaluation in asynchronous periods still uses a limited application. Thus, English lecturers should implement various applications in peer feedback.

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