

PEER-SCAFFOLDED WRITING: HOW STUDENTS DEVELOP THEIR TEXTS THROUGH PEER FEEDBACK

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ABSTRAK

Artikel ini mengeksplorasi fungsi sejawat feedback sebagai metode perancah untuk mengembangkan keterampilan menulis mahasiswa EFL. Tujuan utama studi ini bukanlah penilaian penulisan terhadap produk akhir, melainkan bagaimana siswa membuat, memodifikasi, dan meningkatkan teks mereka melalui komunikasi dengan rekan-rekan mereka. Menggunakan pendekatan tinjauan literatur narasi-tematik, artikel ini meneliti beberapa penelitian jurnal internasional yang membahas umpan balik rekan sejawat, perancah, dan pendidikan penulisan dalam lingkungan EFL. Hasil penelitian menunjukkan bahwa umpan balik sejawat memungkinkan siswa untuk mengembangkan ide-ide mereka, mengembangkan penggunaan bahasa mereka, dan membangun kepercayaan diri mereka dalam mengedit tulisan mereka. Selain itu, komunikasi siswa-ke-siswa melalui umpan balik juga menumbuhkan suasana belajar yang lebih mendukung dan kolaboratif. Secara keseluruhan, temuan ini menunjukkan bahwa umpan balik rekan kerja berfungsi sebagai perancah kognitif, linguistik, dan emosional selama proses penulisan. Artikel ini menekankan pentingnya mempertimbangkan umpan balik rekan kerja tidak hanya sebagai teknik koreksi, tetapi sebagai elemen mendasar dari proses pembelajaran menulis melalui interaksi dan kolaborasi.

Kata kunci: umpan balik rekan kerja, perancah, keterampilan menulis.

ABSTRACT

This article explores the function of peer feedback as a scaffolding method for developing the writing skills of EFL students. This study's main point is not the writing's assessment of final product, but rather how students create, modify and improve their texts through communication with their peers. Using a narrative-thematic literature review approach, this article examines multiple international journal research that discuss peer feedback, scaffolding, and writing education within the EFL environment. The research results indicate that peer feedback enables students to grow their ideas, develops their language use, and build their confidence in editing their writing. Moreover, student-to-student communication through feedback also fosters a more supportive and collaborative learning atmosphere. Overall, these findings suggest that peer feedback serves as cognitive, linguistic, and emotional scaffolding during the writing process. This article highlights the importance of considering peer feedback not just as a correction technique, but as a fundamental element of the writing learning process through interaction and collaboration.

Keyword: peer feedback, scaffolding, writing skills.

INTRODUCTION

Writing in English is often one of the most challenging skills for English as a Foreign Language (EFL) students. Many students are able to write a draft. However, they still have difficulty when it comes to revising, developing, and refining their writing. Various studies show that the writing process does not occur individually, but rather develops through interaction and the exchange of ideas with others (Hyland, 2003; Hyland &

Hyland, 2006). In this context, peer *feedback* is important because it gives students the opportunity to see their writing from another person's perspective, which can help them improve their writing skills.

Several studies have shown that when students provide *feedback* to each other, they begin to recognize parts of their writing that are unclear, weak, or could be improved. Nguyen (2016) found

that students were encouraged to review their ideas and writing structure through peer *feedback*. Similar findings were also reported by Hao & Razali (2022) and Gonzalez-Torres & Sarango (2023) which shows that students often use input from their peers to clarify content and improve the flow of their writing. This demonstrates that peer *feedback* not only helps to correct errors, but also helps shape the way students develop their texts.

This process becomes easier to understand when viewed from the perspective of *scaffolding*. *Scaffolding* is a type of temporary support that helps student do something they are not yet fully capable of doing independently (Belland et al., 2013; Taber, 2020). In language learning, this kind of support does not only come from teachers. Walqui (2008) and Yildiz (2020) explained that peers can also serve as a source of support through discussion and collaboration. In the context of writing practice, peer *feedback* can serve as a form of *scaffolding*, helping students progress from one stage of the writing process to the next.

Several studies have shown that peer *feedback* affects not only language aspects. It also affects the emotional and social aspects of students. Almutairi (2023) reported that many students feel more comfortable receiving comments from their peers than from teachers. Hu & Lam (2010) also found that peer *feedback* activities can make students feel more confident and involved in the writing process. This demonstrates that peer feedback often motivates students to revise and improve their writing.

Although the benefits of peer *feedback* have been widely discussed, most studies still focus on end results, such as improvements in writing quality or value (Hao & Razali, 2022; Kusumaningrum et al., 2019). What is lacking is attention to how peer *feedback* works as a process that accompanies students as they develop their texts from initial drafts into more mature versions. Therefore, further research is needed to synthesize these findings and examine peer *feedback* as part of the *scaffolding* process in writing.

Based on this, this article reviews studies on peer *feedback* in EFL writing instruction using a narrative-thematic approach. The focus is not on

how much grades improve, but on how students construct and develop their writing through interaction and *feedback* from peers.

METHOD

This article uses a narrative-thematic literature review approach to examine how peer *feedback* acts as a form of *scaffolding* for students' writing development. This approach was chosen because it allows the author to trace and rearrange findings from various studies narratively, this makes it possible to see the process of how students develop their texts through interaction with peers more holistically.

The articles were selected from the author's thesis bibliography based on their relevance to two main topics: peer *feedback* in writing instruction and *scaffolding* in language learning. These sources include empirical research on peer *feedback* practices in English as a Foreign Language (EFL) classrooms, as well as theoretical studies on the role of support, interaction, and *scaffolding* in the writing learning process. Studies that only focus on quantitative results or scores without discussing the process of interaction and revision are not included in this review.

To identify how peer *feedback* was used and how it helped students develop their writing, each selected article was read thoroughly. The relevant findings were recorded and grouped into themes that emerged from the data. These themes included support for idea development, language improvement, and social and emotional support. These themes are woven together through narrative to demonstrate how peer *feedback* functions as *scaffolding* throughout the writing process, from the initial draft to the revision stage.

Through this approach, this article not only summarizes previous research findings, but also attempts to reveal patterns that explain how interactions between students through peer *feedback* help them construct and refine their writing.

RESULT AND DISCUSSION

Based on the various studies reviewed, it seems that peer *feedback* serves a broader purpose than simply correcting language errors. Many studies

have shown that *peer feedback* is an integral part of the process by which students construct, revise, and develop their texts. This review's findings suggest that *peer feedback* serve as cognitive, linguistic, and social *scaffolding* that supports students throughout the writing process.

One of the most notable themes is the role of *peer feedback* in helping students develop ideas and content for their writing. (Nguyen, 2016) shows that when students read and comment on their peers' writing, they become more aware of the strengths and weaknesses of their own and others' texts. This also seen in research Hao & Razali (2022) and Gonzalez-Torres & Sarango (2023) peer comments encourage students to add details, clarify meaning, and reorganize incoherent parts of their writing. In this context, *peer feedback* serve as cognitive *scaffolding* that helps student reconsider what they want to say and how to express it more effectively.

In addition to helping students develop their ideas, *peer feedback* plays an important role in improving their writing skills. Several studies have shown that students often use *peer feedback* to improve their grammar, word choice, and sentence structure (Hao & Razali, 2022; Kusumaningrum et al., 2019). Although not all comments are always accurate, the process of giving and receiving *feedback* makes students more sensitive to the language in their writing. From a *scaffolding* perspective, this demonstrates that linguistic support not only come form teacher, but also from students heloing each other improve their language skills.

Another strong theme is the rol eof *peer feedback* in the social and affective aspects of writing instruction. Almutairi (2023) found that many students feel more comfortable and confident receiving comments from their peers than from their teachers. (Hu & Lam, 2010) also showed that peer review activities can build a sense of involvement and responsibility for one's own writing. This kind of support often gives students more confidence when revising and improving their writing. *Peer feedback* serves not only as an academic tool but also as emotional support that helps student stay motivated throughout the writing process. From the initial draft to the final revision, students use *peer feedback* to reevaluate their ideas,

improve their language use, and build their confidence in their writing. The *scaffolding* framework proposed by Belland et al., (2013), Taber (2020), and Walqui (2008) it helos expalin how this support is temporary and gradual. Students slowly become more independent in managing and improving their writing.

Therefore, *peer feedback* can be understood as a form of *peer scaffolded* writing. This is a process in which students help each other develop texts through interaction and dialogue. This pattern shows that the development of EFL students' writing skills is not only determined by individual practice or teacher correction, but also by how they learn together through *feedback* from their peers.

CONCLUSION

This article is based on a review of various studies that show *peer feedback* plays an important role in developing EFL students' writing skills. The reviewed findings show that *peer feedback* helps student not only correct language errors but also develop ideas, clarify meaning, and revise the structure of their writing. In other words, *peer feedback* serves as *scaffolding* that supports students throughout the writing process, from drafting to revising.

In addition to the cognitive and linguistic benefits, *peer feedback* provides social and emotional support. Many students feel more comfortable, confident, and engaged when receiving *feedback* from their peers. This kind of support encourages students to be more open to revision and more confident in improving their writing. Thus, the peer-mediated writing process helps produce better texts and creates a more collaborative and supportive learning environment.

Pedagogically, these findings suggest that *peer feedback* should be incorporated into writing instruction as a *scaffolding* strategy rather than as an additional activity. Teachers can facilitate these activities by providing clear guidelines so that students can give and use *feedback* more effectively. Thus *peer feedback* can help students learn to write independently with the support of their peers.

Although this article provides an overview of how peer *feedback* functions as *scaffolding* in the development of EFL students' writing. However, this study is limited to the literature available in the reviewed bibliography. Further research could expand upon this study by incorporating additional contexts and approaches to gain a deeper understanding of how to optimize peer *feedback* practices in various writing learning settings.

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