



An Investigation of The Impact of Using Peer Review on Writing Skill Development

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ABSTRACT

This study examines the impact of peer review on the development of writing skills among eleventh grade students at MA Raudlatul Ulum 2 Putukrejo. Using a qualitative descriptive approach, data were collected through observation, semi-structured interviews, and documentation of 15 female students selected through purposive sampling. The results of the study indicate that peer review significantly improves the quality of students' writing, particularly in terms of grammatical accuracy, vocabulary selection, idea organization, and coherence. Feedback from peers helps students identify weaknesses that were previously unrecognized, making revisions more targeted and effective. In addition to its cognitive impact, peer review also fosters metacognitive awareness, critical thinking, self-confidence, and intrinsic motivation, while also training students in the skill of providing polite and constructive feedback. This activity also reinforces the core values of the pesantren, such as cooperation, mutual assistance, and social responsibility. Teachers play a crucial role as facilitators by providing clear guidance, organizing heterogeneous groups, and ensuring the relevance of feedback. These findings indicate that peer review is a comprehensive learning strategy that integrates academic, social, and character development, making it relevant to the demands of 21st-century education, which emphasizes collaboration, communication, creativity, and critical thinking.

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INTRODUCTION

English is one of the important components in the 2013 Curriculum spectrum implemented in schools. In this curriculum, students are expected to be able to listen, speak, read and write English in daily communication. Peer review and writing development are two crucial aspects in learning English according to Curriculum 2013. The peer review process involves students giving feedback to each other's writing, which not only enhances critical thinking and collaboration skills, but also assists writers in improving their work.

In his article entitled Developing Libyan Undergraduates Writing Skills Through Reflective Journaling: A Critical Literature Review. the development of students' writing skills that are considered low (Fathia Baresh, 2022). Development here means an attempt to improve students writing skills through the application of new strategies. On the other hand, writing development includes steps from planning to publication, aiming to help students express ideas more effectively. By doing regular writing exercises and applying appropriate strategies, students can improve their English proficiency, create an active learning atmosphere and support the achievement of curriculum goals.

However, many students face challenges in developing their writing skills. (Beno et al., 2022) in his article entitled *English Language Teaching In The 2013 Curriculum: A Review*

And Perspective emphasizes the importance of mastering English as a tool to improve students academic, professional, and communicative abilities. (Darmawulan Purna, 2020) in his article entitled *The Impacts of Peer Reviewing on EFL Writing Skills* states that writing ability does not come naturally, but must be supported by the willingness and motivation to improve it. Some studies show that peer feedback can help students understand the strengths and weaknesses in their writing.

In the context of writing skill development, a number of previous studies have highlighted the importance of feedback, particularly through the peer review process. (Man et al., 2022) in their article entitled *Developing student feedback literacy through peer review training* revealed that the five elements of student feedback literacy valuing feedback from peers, understanding the review process, being proactive, learning from the experience of giving feedback, and managing emotions can be improved through training. Meanwhile, (Latifi et al., 2021) in *How does online peer feedback improve argumentative essay writing and learning?* showed that students who received structured feedback performed better than students who did not receive directed feedback. In addition, (Aznam et al., 2021) in *The implementation of blended learning and peer tutor strategies in pandemic era: A systematic review* found that the implementation of blended learning and peer tutor strategies had a positive impact on student learning outcomes. In line with these findings, (Muflifah & Authar, 2022) in their study on EFL students in Surabaya revealed that peer review was perceived positively because it helped learners detect problems in their writing, improve grammar, develop paragraphs, and enhance critical thinking as well as learner autonomy. This indicates that peer review not only contributes to the accuracy of students' writing but also encourages them to become more independent and reflective writers.

However, (Kousha & Thelwall, 2024) in the article *Artificial intelligence to support publishing and peer review: A summary and review* shows that the effectiveness of artificial intelligence in peer review has not been clearly proven, so peer review is better done without AI. (Yeo, 2023) research in *Developing culturally-situated student feedback literacy through multi-peer feedback giving: an online community-based approach* shows that open and asynchronous multi-peer feedback can strengthen group cohesion and encourage self-reflection. (Smith, 2021) in *Reimagining the peer-review system for translational health science journals* emphasizes the need for reform in the peer review process to improve its effectiveness and relevance, while (Mavrogenis & Scarlat, 2023) results Peer review is an academic evaluation of scientific work by scientists in the same field. The aim is to ensure that the research conducted is scientifically and ethically valid. Furthermore, (Kankanhalli, 2024) in *Peer Review in the Age of Generative AI* asserts that research in the field of Information Systems relies heavily on the publication of articles, where peer review serves as quality control. (Weaver et al., 2022) in *The art of peer review: Guidelines to become a credible and constructive peer reviewer* emphasize the significance of this skill as something that can be learned, while (Kerig, 2021) in the article *Why participate in peer review?* point out that peer review also offers opportunities for professional growth and leadership positions. (Reznani, 2024) shows that the peer assessment technique has a positive influence on the ability to write scientific articles of students at Palembang Tourism Polytechnic. Finally, (Lefebvre & Duffy, 2021) through their study on *Peer review of searches for studies for health technology assessments* highlighted the importance of peer review in strengthening research methodologies and improving the accuracy of results.

One method that is gaining popularity and is considered effective in improving writing skills is peer review. (Susanto & Hidayati, 2020) in their article entitled *The Effect of Peer Review on Student Motivation and Writing Ability* found that peer review had a significant effect on student motivation and writing ability. (Santi Indriani & Widiastuti, 2024) The results of this study show that peer review activities have a positive impact on students' writing skills.

This method involves students giving feedback on each other's written work, which can trigger constructive discussions. One of the main benefits of this kind of discussion is the development of critical thinking. state that peer review provides a valuable opportunity for students to see their work from a different perspective, which can also strengthen their communication skills. With the feedback received, students can more easily recognize the

strengths and weaknesses in their writing, thus encouraging them to continuously improve. as stated by (Morris & Kidd, 2016) in her article entitled *Teaching Students to Give and to Receive: Improving Interdisciplinary Writing Through Peer Review* states that direct peer review can provide academic and emotional support to students, as well as encourage them to improve their writing skills. Review states that peer review can directly provide academic and emotional support to students, and encourage them to improve their writing skills.

In the context of Islamic educational institutions such as pesantren, strategies to improve EFL students' writing skills have also been explored. (Taufik & Cahyono, 2020) in their study on Madrasah Aliyah students in Sumenep reported that the combination of self-assessment and e-portfolio was effective in enhancing learners' writing performance. This approach encouraged students to reflect on their own work, track their progress, and take greater responsibility for their learning. Similarly, international studies on dialogue journals highlight their role in building learner confidence and improving writing quality, which can serve as an alternative model for writing development in pesantren settings.

This article will explore the impact of peer review on the development of writing skills, focusing on how this interaction can enrich the learning experience and produce more competent writers. By understanding the importance of the peer review process, we can create a more collaborative and productive learning environment.

METHOD

The purpose of this study was to gain a better understanding of the influence of peer review on the development of students' writing skills. This method is suitable for a comprehensive study of the process, dynamics of interaction, and students' views on collaborative learning strategies. The study was conducted in the eleventh grade class at MA Raudlatul Ulum 2 Putukrejo and focused on how peer review helps improve the quality of English writing. To enable contextual interpretation of the observed phenomena, data collection was conducted in a natural learning environment. The study involved all eleventh grade students at MA Raudlatul Ulum 2 Putukrejo who were actively learning to write. The sample consisted of 15 female students who met the following criteria: actively involved in the learning process, willing to participate in peer assessment activities, and willing to provide data voluntarily. As a result of this selection, the data collected accurately reflects variations in perceptions and learning outcomes due to differences in writing ability among the respondents. According to Clarke & Braun (2017), thematic analysis methods are used to analyze data. Thematic analysis seeks, analyzes, and interprets patterns of meaning in qualitative data. The focus of the thematic analysis in this study is to find recurring themes related to students' perceptions of the use of peer assessment in improving their writing skills. The data was classified based on the students' responses to factors such as the benefits of peer review, the difficulties encountered, and the impact on their motivation and writing skills. This analysis also explored factors that influence the acceptance and effectiveness of peer review, such as previous writing experience, the ability to provide constructive feedback, and the level of comfort collaborating with others. Researchers can gain a better understanding of how students respond to peer assessment in writing instruction. This method also enables researchers to draw conclusions that can help develop better collaborative teaching methods in high school settings.

RESULT AND DISCUSSION

This study describes the perceptions of English teachers and eleventh grade students at MA Raudlatul Ulum 2 Putukrejo regarding the application of peer review in writing instruction. Data were collected through interviews with fifteen students and teachers. The data were then categorized according to the main themes found in the research questions. The results are presented in narrative form, describing the advantages and disadvantages of peer review for the development of students' writing skills.

Peer Review Successfully Improves Student Writing Quality

Teachers and students see an improvement in writing quality after peer review is used. Teachers assess that students who actively participate in peer assessment have better revision skills because peer feedback helps improve grammar, vocabulary, and idea organization. *“When someone gives me suggestions, I know which parts are unclear, so I can improve them to make the writing easier to read,”* said one student.

This improvement also reflects the development of critical thinking skills, where students learn to analyze their own writing and their peers' writing objectively. The feedback provided does not only focus on technical errors but also on strengthening the main ideas, cohesion between paragraphs, and clarity of arguments. This demonstrates that peer review not only corrects errors but also deepens the quality of the writing content, making it more communicative and structured.

Peer Assessment Boosts Self-Confidence

And encourages students to feel more confident after receiving helpful feedback from their peers. At first, embarrassment is replaced by a desire to improve their writing. Teachers say that peer appreciation motivates students to write more. With positive comments, one student said, *“So I feel motivated to write again when someone says my writing is good, but there are things that need to be improved.”* This shows that peer assessment can help increase intrinsic motivation to write. Students try harder to write if they receive appreciation from their peers. In addition, the repeated feedback cycle increases students' confidence in the long term. As a result, students feel more prepared and confident to present their writing to a wider audience.

Ability to Give Constructive Feedback Improved Through Student Assessment

Students are trained to give polite and constructive comments through this activity. They were initially afraid of offending others, but they have become better at expressing criticism and suggestions for improvement. Teachers emphasize the importance of seeking guidance before peer review. *“Now when I give feedback, I point out the shortcomings while offering ways to improve,”* said one student. Students are taught to convey criticism with empathy and consideration for others' feelings, which is an important asset in academic and social communication. Students become more aware that constructive criticism must be accompanied by clear solutions. When you have the ability to provide useful feedback, you will find that this skill is beneficial not only for teaching writing but also for class discussions, teamwork, and future interactions with others.

Student Assessment Activities Strengthen a Sense of Togetherness Based on Islamic Boarding School Values

Student assessment activities are in line with the principles of mutual cooperation and helping one another that are embraced at Islamic boarding schools. Students believe that these activities enhance relationships and foster a sense of care for their peers' development. Since they are accustomed to living together, students find it easier to provide feedback, according to teachers. *“At our Islamic boarding school, we are used to correcting and reminding each other, so giving feedback on a friend's writing feels natural and even brings us closer,”* said one student. In addition, fostering this sense of sharing creates an emotionally safe learning environment where students feel supported and valued. Students are more willing to try new writing styles because the collaborative culture allows ideas to be exchanged without fear of criticism. Positive social relationships between students can also help them learn better because there is a strong sense of mutual trust.

The Important Role of Teachers in Directing Peer Review

Teachers help the assessment run smoothly. Teachers provide guidance, divide students into heterogeneous groups, and supervise the activities. As a result, the input provided becomes more relevant and useful. *"If teachers don't monitor, I'm afraid the corrections won't be appropriate,"* said the teacher. The teacher's presence in the student assessment process also serves as a quality control mechanism, ensuring that the feedback provided is in line with the learning objectives. Teachers can keep the discussion focused on developing writing skills by identifying potential misunderstandings and providing clarification. Therefore, teachers have not only administrative but also strategic responsibilities in creating productive interaction patterns among their students. These findings indicate that the regular use of peer review in writing instruction can improve students' writing skills, increase metacognitive awareness of the revision process, and enhance motivation and self-confidence. This process also helps develop social and collaborative skills relevant to learning in the modern era.

DISCUSSION

The results show that the student assessment practices in class XI at MA Raudlatul Ulum 2 Putukrejo have a significant effect on the development of students' writing skills. Learning that involves students sharing feedback with each other results in a more active and reflective learning dynamic. After peer review, teachers and students saw an improvement in the quality of writing. There were improvements in grammar, more appropriate word choice, and more systematic organization of ideas. Peer feedback is crucial in helping students identify weaknesses they were previously unaware of, making improvements more precise and successful. This supports the view of Ropikoh & Hidayah (2025) that peer feedback, which comes from an equal perspective and is often more easily accepted by students, plays a significant role in improving the accuracy and coherence of students' writing. This aligns with the findings of (Nur Afifah & Budik Kusworo, 2022), who state that learning based on analysis and interpretation, such as examining idioms in video blog content, can help students develop critical thinking skills and gain a deeper understanding of contextual use of language, which in turn can improve the quality of their writing. This improvement also shows that students' critical thinking skills have developed, enabling them to analyze accurately and critically.

In the researcher's view, peer review is not merely a pedagogical strategy focused on improving the quality of writing, but also serves as a learning medium that shapes students' character. Through the interactions that occur during the mutual assessment process, students learn to accept criticism openly, hone effective communication skills, and foster mutual trust. The unique context of Islamic boarding school education further enriches this activity, as the process reflects a culture of respectful mutual advice and adherence to communication ethics.

The behavioral changes in students, who initially hesitated and were reluctant to give or receive criticism, becoming more open and enthusiastic, demonstrate that peer review can foster intrinsic learning motivation. The increase in self-confidence that occurs after receiving appreciation and constructive feedback from peers indicates that this activity has a positive impact on the development of students' attitudes and social skills. This positive impact also shows that receiving appreciation from peers serves as a motivator, encouraging them to write consistently and build stronger self-confidence in publishing their work. In writing instruction, peer review not only improves the quality of work but also develops students' metacognitive skills. Through the process of giving and receiving feedback, students become accustomed to critically evaluating, reflecting on, and revising their writing, while also learning to view their work from the reader's perspective to ensure clarity, coherence, and

appeal. This activity also trains them to become careful readers and writers who are more sensitive to the quality of their work. Additionally, peer review helps foster a healthy academic culture, especially in boarding school environments, by instilling the understanding that constructive criticism is an expression of care for collective quality improvement. The attitude of mutual respect for differences of opinion that is formed in this process fosters intellectual tolerance, openness to diverse perspectives, and strengthens empathy and integrity. Thus, peer review can be regarded as a learning strategy that integrates academic skills with character building, consistent with the educational objectives of Islamic boarding school. which emphasize a balance between mastery of knowledge and moral character. The skill of providing constructive feedback honed in this activity also becomes an important asset for students to interact in discussions, teamwork, and professional environments in the future.

Researchers believe that the success of peer review is largely determined by the quality of the teacher's role as a facilitator. Teachers who are able to set clear assessment criteria, monitor the discussion process, and manage group divisions in a balanced manner will create a conducive learning environment for all students. The role of the teacher is not limited to providing technical guidance, but also ensuring that the peer review process takes place in an atmosphere of mutual respect and encourages collaboration. The synergy between teacher guidance and active student participation makes this activity not merely a means to practice writing skills, but also a platform for learning leadership, social responsibility, and teamwork. Thus, peer review can be positioned as a comprehensive learning strategy that integrates the development of cognitive, affective, and social aspects simultaneously. The teacher's presence in this process also serves as a quality controller, ensuring that the feedback provided remains relevant and avoiding misunderstandings that could hinder the development of students' writing.

This finding is in line with (Khiyaroh, 2024) opinion that positive feedback from peers can increase students' self-efficacy, motivate them to practice writing consistently, and reduce doubts and anxiety in their work. The research findings of Adriansyah et al. (2019) (Naibaho, 2022) also support this view by emphasizing that feedback-giving skills can develop significantly through practice and structured guidance from teachers, enabling students to become more skilled in critiquing and developing ideas. In line with this, (Ahmadi, 2023) emphasizes that a community-based learning environment can strengthen social bonds, build a sense of belonging to the group, and encourage collective responsibility for shared learning achievements. Meanwhile, (P2, 2024) emphasizes that active teacher facilitation is a key factor in ensuring that peer review is effective, with outcomes including improved writing quality and communication skills among students.

CONCLUSION

This study proves that the implementation of peer review in class XI MA Raudlatul Ulum 2 Putukrejo contributes significantly to improving students' writing skills. Feedback provided by peers has proven effective in improving grammar, vocabulary, spelling, and the systematic organization of ideas. This improvement is evident not only in the final written work but also in the students' thinking process, which has become more coherent and focused. In addition to encouraging improvements in written work, peer review also develops students' metacognitive abilities to reflect on the strengths and weaknesses of their work independently, making the revision process more focused, in-depth, and resulting in better quality writing. The positive impact of peer review is not limited to the cognitive realm, but also includes increased self-confidence, intrinsic motivation, and the ability to provide polite, solution-oriented feedback. This activity encourages students to think critically about the work of others while learning to accept feedback with an open mind. The values of togetherness, Cooperation and mutual assistance, which characterize Islamic boarding school education, are naturally internalized. thereby strengthening social bonds among students. Mutual respect and empathy also grow, creating a safe and supportive learning environment. The role of the teacher as a facilitator is a determining factor in the success of this strategy,

through clear guidance, heterogeneous group division, and intensive monitoring to ensure the relevance and quality of the feedback produced by students.

Thus, peer review can be positioned as a comprehensive learning strategy that integrates the development of academic, social, and character-building skills. Through consistent application, students have the opportunity to adapt to diverse perspectives, hone interpersonal skills, practice resilience in accepting constructive criticism, and cultivate confidence in expressing ideas. This strategy also prepares students to tackle the challenges of the 21st century, which demand collaboration, effective communication, creativity, and critical thinking skills. Additionally, values such as empathy, a sense of responsibility, and a lifelong love of learning can be continuously nurtured, making peer review not merely a learning method but also a relevant tool for character development across various educational contexts.

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