

REFERENCES

- Abatayo, J. A. (2020). Enhancing assessment literacy through feedback and feedforward: A reflective practice in an EFL classroom. In *Perspectives on Language Assessment Literacy* (pp. 69–83). Routledge.
- Alkhalifa, A., & Devlin, M. (2021). Student perspectives of peer assessment in programming courses. *Proceedings of the 2021 Conference on United Kingdom & Ireland Computing Education Research*, 1–7.
- Al-Khasawneh, F. (2022). A systematic review of the eclectic approach application in language teaching. *Saudi Journal of Language Studies*, 2(1), 17–27.
- Amalia, H., Abdullah, F., & Fatimah, A. S. (2021). Teaching writing to junior high school students: A focus on challenges and solutions. *Journal of Language and Linguistic Studies*, 17(S2), 794–810.
- Anderson, J. (2023). *Mechanically inclined: Building grammar, usage, and style into writer's workshop*. Routledge.
- Andriani, A., Yuniar, V. D., & Abdullah, F. (2021). Teaching English grammar in an Indonesian junior high school. *Al-Ishlah: Jurnal Pendidikan*, 13(2), 1046–1056.
- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education*. Cengage Learning.
- Ashoori Tootkaboni, A., & Khatib, M. (2014). The efficacy of various kinds of error feedback for improvement in the writing accuracy of Iranian EFL learners. *Bellaterra Journal of Teaching and Learning Language and Literature*, 7(3), 30–46.
- Bakti, K. N. (2018). Vocabulary learning strategies used by junior high school students. *Indonesian Journal of English Language Studies*, 3(2), 1–16.
- Bazerman, C. (2023). Longtime Writing Teacher; Latecomer to ELA. In *Leaders in English Language Arts Education Research* (pp. 10–22). Brill.
- Beaglehole, V. (2014). Assessing writing using rubrics. *Practically Primary*, 19(2), 13–15.
- Bennett, R. E. (2011). Formative assessment: A critical review. *Assessment in Education: Principles, Policy & Practice*, 18(1), 5–25.
- Birmingham, P., & Wilkinson, D. (2003). *Using research instruments: A guide for researchers*. Routledge.

- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7–74.
- Black, P., & Wiliam, D. (2006). The reliability of assessments. *Assessment and Learning*, 119–131.
- Brown, H. D., & Abeywickrama, P. (2004). Language assessment. *Principles and Classroom Practices*. White Plains, NY: Pearson Education, 20.
- Bürgermeister, A., Glogger-Frey, I., & Saalbach, H. (2021). Supporting peer feedback on learning strategies: Effects on self-efficacy and feedback quality. *Psychology Learning & Teaching*, 20(3), 383–404.
- Cahyono, B., & Rosyida, A. (2016). Peer feedback, self-correction, and writing proficiency of Indonesian EFL students. *Arab World English Journal (AWEJ)*, 7(1), 178–193.
- Cheng, X., Liu, Y., & Wang, C. (2023). Understanding student engagement with teacher and peer feedback in L2 writing. *System*, 119, 103176.
- Cheng, X., & Zhang, L. J. (2021). Teacher written feedback on English as a foreign language learners' writing: Examining native and nonnative English-speaking teachers' practices in feedback provision. *Frontiers in Psychology*, 12, 629921.
- Cheng, X., & Zhang, L. J. (2022). Teachers helping EFL students improve their writing through written feedback: the case of native and non-native English-speaking teachers' beliefs. *Frontiers in Psychology*, 13, 804313.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Curry, M. J., & Hewings, A. (2003). *Approaches to teaching writing*.
- Diab, N. M., & Awada, G. M. (2022). Effect of Language Learning Strategies and Teacher versus Peer Feedback on Reducing Lexical Errors of University Learners. *International Journal of Arabic-English Studies (IJAES)*, 22(1).
- Dong, M. H., & Van Ut, N. (2024). THE EFFECTS OF INTENSIVE TRAINING SESSIONS OF PEER FEEDBACK ON ENGLISH-MAJORED STUDENTS' WRITING ACHIEVEMENT. *European Journal of Foreign Language Teaching*, 8(2).
- Elfiyanto, S., & Fukazawa, S. (2020). Effect of teacher and peer written corrective feedback on writing components in EFL classrooms. *JEES (Journal of English Educators Society)*, 5(2), 185–191. <https://doi.org/10.21070/jees.v5i2.826>

- Fan, Y., & Xu, J. (2020a). Exploring student engagement with peer feedback on L2 writing. *Journal of Second Language Writing*, 50, 100775.
- Fan, Y., & Xu, J. (2020b). Exploring student engagement with peer feedback on L2 writing. *Journal of Second Language Writing*, 50. <https://doi.org/10.1016/j.jslw.2020.100775>
- Ferris, D. (2018a). “They said I have a lot to learn”: How teacher feedback influences advanced university students’ views of writing. *Journal of Response to Writing*, 4(2), 2.
- Ferris, D. (2018b). “They said I have a lot to learn”: How teacher feedback influences advanced university students’ views of writing. *Journal of Response to Writing*, 4(2), 2.
- Fukuda, S. T., Lander, B. W., & Pope, C. J. (2022). Formative assessment for learning how to learn: Exploring university student learning experiences. *RELC Journal*, 53(1), 118–133.
- García-Martín, J., & García-Sánchez, J.-N. (2018). The instructional effectiveness of two virtual approaches: processes and product. *Revista de Psicodidáctica (English Ed.)*, 23(2), 117–127.
- Ghaffar, M. A., Khairallah, M., & Salloum, S. (2020). Co-constructed rubrics and assessment for learning: The impact on middle school students’ attitudes and writing skills. *Assessing Writing*, 45, 100468.
- Grabe, W., & Kaplan, R. B. (2014). *Theory and practice of writing: An applied linguistic perspective*. Routledge.
- Graham, S. (2018). A revised writer (s)-within-community model of writing. *Educational Psychologist*, 53(4), 258–279.
- Graham, S. (2019). Changing how writing is taught. *Review of Research in Education*, 43(1), 277–303.
- Graham, S., & Harris, K. R. (2013). Designing an effective writing program. *Best Practices in Writing Instruction*, 2, 3–25.
- Guilford, J. P. (1946). New standards for test evaluation. *Educational and Psychological Measurement*, 6(4), 427–438.
- Gunawan, M. A. (2015). Statistik Penelitian bidang pendidikan, psikologi dan sosial. Yogyakarta: Parama Publishing.

- Guo, W., Bai, B., & Song, H. (2021). Influences of process-based instruction on students' use of self-regulated learning strategies in EFL writing. *System, 101*, 102578.
- Hall, A. H., & Grisham-Brown, J. (2011). Writing development over time: Examining preservice teachers' attitudes and beliefs about writing. *Journal of Early Childhood Teacher Education, 32*(2), 148–158.
- Hanjani, A. M., & Li, L. (2014). EFL learners' written reflections on their experience of attending process-based, student-centered essay writing course. *The Asian Journal of Applied Linguistics, 1*(2), 149–166.
- Heaton, J. B. (1988). *Writing English language tests*. Longman.
- Hedgcock, J., & Lefkowitz, N. (1994a). Feedback on feedback: Assessing learner receptivity to teacher response in L2 composing. *Journal of Second Language Writing, 3*(2), 141–163.
- Hedgcock, J., & Lefkowitz, N. (1994b). Feedback on feedback: Assessing learner receptivity to teacher response in L2 composing. *Journal of Second Language Writing, 3*(2), 141–163.
- Hidayati, K. H. (2018). Teaching writing to EFL learners: An investigation of challenges confronted by Indonesian teachers. *LANGKAWI: Journal of the Association for Arabic and English, 4*(1), 21–31.
- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing, 16*(3), 148–164.
- Hyland, K. (2019). *Second language writing*. Cambridge university press.
- Intansari, R. (2013). Teachers' strategy in implementing English curriculum in a junior high school in Indonesia. *Indonesian Journal of Applied Linguistics, 2*(2), 226–235.
- Kebudayaan, K. P. (2020). *Rencana strategis (Renstra) Kementerian Pendidikan dan Kebudayaan 2020-2024*.
- Kemendikbud, R., & Kemendikbud, K. (2018). *Kementerian Pendidikan Dan Kebudayaan Republik Indonesia*. Infograpis.
- Kerman, N. T., Banihashem, S. K., & Noroozi, O. (2023). The Relationship Among Students' Attitude Towards Peer Feedback, Peer Feedback Performance, and Uptake. In *The Power of Peer Learning: Fostering Students' Learning Processes and Outcomes* (pp. 347–371). Springer International Publishing Cham.

- Khaki, M., & Tabrizi, H. H. (2021). Assessing the Effect of Direct and Indirect Corrective Feedback in Process-Based vs Product-Based Instruction on Learners' Writing. *Language Teaching Research Quarterly*, 21, n36-53.
- Latifi, S., Noroozi, O., Hatami, J., & Biemans, H. J. A. (2021). How does online peer feedback improve argumentative essay writing and learning? *Innovations in Education and Teaching International*, 58(2), 195–206.
- Latifi, S., Noroozi, O., & Talaei, E. (2021). Peer feedback or peer feedforward? Enhancing students' argumentative peer learning processes and outcomes. *British Journal of Educational Technology*, 52(2), 768–784.
- Lau, A. M. S. (2016). 'Formative good, summative bad?'—A review of the dichotomy in assessment literature. *Journal of Further and Higher Education*, 40(4), 509–525.
- Lee, I. (2011). Formative assessment in EFL writing: An exploratory case study. *Changing English*, 18(1), 99–111.
- Lee, I. (2016). Teacher Education on Feedback in EFL Writing: Issues, Challenges, and Future Directions. *TESOL Quarterly*, 50(2), 518–527. <https://doi.org/10.1002/tesq.303>
- Lee, I., Luo, N., & Mak, P. (2021). Teachers' attempts at focused written corrective feedback in situ. *Journal of Second Language Writing*, 54, 100809.
- Li, S. (2020). What is the ideal time to provide corrective feedback? Replication of Li, Zhu & Ellis (2016) and Arroyo & Yilmaz (2018). *Language Teaching*, 53(1), 96–108.
- Maamujay, U. (2019). Developing Autonomous Self-Editors: An Alternative Approach to Written Corrective Feedback. *CATESOL Journal*, 31(1), 13–28.
- Mallahi, O., & Saadat, M. (2020). Effects of Feedback on Iranian EFL Learners' writing Development: Group Dynamic Assessment vs. Formative Assessment. *Iranian Evolutionary Educational Psychology Journal*, 2(4), 258–277.
- Mazulfah, M., Faridi, A., Bharati, D. A. L., & Mujiyanto, J. (2021). The implementation of curriculum development in Indonesian context. *International Conference on Science, Education, and Technology*, 7, 817–820.
- Montgomery, J. L., & Baker, W. (2007). Teacher-written feedback: Student perceptions, teacher self-assessment, and actual teacher performance. *Journal of Second Language Writing*, 16(2), 82–99.
- Moser, A. (2020). Written corrective feedback: The role of learner engagement. *Cham: Springer*.

- Muhsin, A. (2016). The effectiveness of positive feedback in teaching speaking skill. *Lingua Cultura*, 10(1), 25–30.
- Nagao, A. (2018). A genre-based approach to writing instruction in EFL classroom contexts. *English Language Teaching*, 11(5), 130–147.
- Nicol, D., & McCallum, S. (2022). Making internal feedback explicit: Exploiting the multiple comparisons that occur during peer review. *Assessment & Evaluation in Higher Education*, 47(3), 424–443.
- Novakovich, J. (2016a). Fostering critical thinking and reflection through blog-mediated peer feedback. *Journal of Computer Assisted Learning*, 32(1), 16–30.
- Novakovich, J. (2016b). Fostering critical thinking and reflection through blog-mediated peer feedback. *Journal of Computer Assisted Learning*, 32(1), 16–30.
- Nuryadi, N., Astuti, T. D., Sri Utami, E., & Budiantara, M. (2017). *Dasar-Dasar Statstik Penelitian*. Sibuku Media.
- Pangestu, M. H., Juniarta, P. A. K., & Mahendrayana, G. (2022). The Implementation of Process Based Approach in Teaching Writing on The Tenth Grade Students in Senior High School. *Indonesian Journal of Educational Research and Review*, 5(1), 100–110.
- Pérez-Segura, J. J., Sánchez Ruiz, R., González-Calero, J. A., & Cózar-Gutiérrez, R. (2022). The effect of personalized feedback on listening and reading skills in the learning of EFL. *Computer Assisted Language Learning*, 35(3), 469–491.
- Phuong, H. Y., Phan, Q. T., & Le, T. T. (2023). The effects of using analytical rubrics in peer and self-assessment on EFL students' writing proficiency: a Vietnamese contextual study. *Language Testing in Asia*, 13(1), 42.
- Phuong, Y. H., & Nguyen, P. T. Y. (2019). Impact of online Peer feedback on students' writing performance and attitude. *Using Alternative Assessment to Improve EFL Learners' Learning Achievement from Theory to Practice*, 81–98.
- Polio, C. (2021). L2 Writing and Grammar Development. In *The Routledge Handbook of Second Language Acquisition and Writing* (pp. 169–182). Routledge.
- Puth, M.-T., Neuhäuser, M., & Ruxton, G. D. (2014). Effective use of Pearson's product-moment correlation coefficient. *Animal Behaviour*, 93, 183–189.
- Rahimi, M. (2021). A comparative study of the impact of focused vs. comprehensive corrective feedback and revision on ESL learners' writing accuracy and quality. *Language Teaching Research*, 25(5), 687–710. <https://doi.org/10.1177/1362168819879182>

- Raja, F. U., Panhwar, F., Ahmed, S. T., & Khashkheli, F. A. (2022). Impact Of Scaffolding Technique On Writing Skills Of Efl Learners Studying In An Esl Intercultural Communication Context. *Webology*, 19(2).
- Rajaram, K. (2023). Assessment, Assessment Rubrics and Feedback. In K. Rajaram (Ed.), *Learning Intelligence: Innovative and Digital Transformative Learning Strategies: Cultural and Social Engineering Perspectives* (pp. 367–426). Springer Nature Singapore. https://doi.org/10.1007/978-981-19-9201-8_9
- Ratminingsih, N. M., Artini, L. P., & Padmadewi, N. N. (2017). Incorporating self and peer assessment in reflective teaching practices. *International Journal of Instruction*, 10(4), 165–184.
- Rodríguez, M. F., Nussbaum, M., Yunis, L., Reyes, T., Alvares, D., Joublan, J., & Navarrete, P. (2022). Using scaffolded feedforward and peer feedback to improve problem-based learning in large classes. *Computers & Education*, 182, 104446.
- Rodriguez-Valls, F. (2014). Reflective teaching: theory within classroom practices. *Teaching Education*, 25(3), 294–308. <https://doi.org/10.1080/10476210.2014.889669>
- Ruegg, R. (2015). The relative effects of peer and teacher feedback on improvement in EFL students' writing ability. *Linguistics and Education*, 29, 73–82. <https://doi.org/https://doi.org/10.1016/j.linged.2014.12.001>
- Sabarun, S. (2020). Direct teacher corrective feedback in EFL writing class at higher education: What students perceive. *Vision: Journal for Language and Foreign Language Learning*, 9(1), 17–32.
- Salaxiddinovna, M. G. (2022). *Solutions to the problems of teaching writing skills in English in higher education institutions based on foreign manuals*.
- Sari, D. M. M. (2019). An overview of genre based approach in EFL writing class. *Journal of English Education (JournE)*, 1(1), 31–40.
- Sarifa, N. (2020). Enhancing EFL learners' English proficiency and intelligence by implementing the eclectic method of language teaching. *Arab World English Journal (AWEJ) Volume*, 11.
- Schmitt, N., Nation, P., & Kremmel, B. (2020). Moving the field of vocabulary assessment forward: The need for more rigorous test development and validation. *Language Teaching*, 53(1), 109–120.
- Shanmugam, D. (2023). *Exploring the effectiveness of applying eclectic approach in ELT classroom*.

- Siegel, J. (2020). Effects of notetaking instruction on intermediate and advanced L2 English learners: A quasi-experimental study. *Journal of English for Academic Purposes*, 46, 100868.
- Slavin, R. E. (2014). Making cooperative learning powerful. *Educational Leadership*, 72(2), 22–26.
- Subcommittee, P. M. (1979). IEEE reliability test system. *IEEE Transactions on Power Apparatus and Systems*, 6, 2047–2054.
- Sugiyono, D. (2013a). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*.
- Sugiyono, D. (2013b). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*.
- Tan, J. S. H., & Chen, W. (2022). Peer feedback to support collaborative knowledge improvement: What kind of feedback feed-forward? *Computers & Education*, 187, 104467.
- Teng, L. S. (2022). Explicit strategy-based instruction in L2 writing contexts: A perspective of self-regulated learning and formative assessment. *Assessing Writing*, 53, 100645.
- Tricahyati, S., & Zaim, M. (2023). English Teachers' Readiness in Implementation of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School in Padang. *Journal of English Language Teaching*, 12(1), 97–105.
- Tsui, A. B. M., & Ng, M. (2000). Do secondary L2 writers benefit from peer comments? *Journal of Second Language Writing*, 9(2), 147–170.
- Uymaz, E. (2019a). *THE COMPARISON OF THE EFFECT OF PEER FEEDBACK AND TEACHER FEEDBACK ON THE WRITTEN PERFORMANCE OF EFL STUDENTS*.
- Uymaz, E. (2019b). The Effects of Peer Feedback on the Essay Writing Performances of EFL Students. *International Journal of Curriculum and Instruction*, 11(2), 20–37.
- Valero Haro, A., Noroozi, O., Biemans, H. J. A., Mulder, M., & Banihashem, S. K. (2023). How does the type of online peer feedback influence feedback quality, argumentative essay writing quality, and domain-specific learning? *Interactive Learning Environments*, 1–20.
- Vygotsky, L. S., & Cole, M. (1978). *Mind in society: Development of higher psychological processes*. Harvard university press.

- Wainer, H., & Braun, H. I. (2013). *Test validity*. Routledge.
- Xu, Z., Zhang, L. J., & Parr, J. M. (2023). Incorporating peer feedback in writing instruction: examining its effects on Chinese English-as-a-foreign-language (EFL) learners' writing performance. *International Review of Applied Linguistics in Language Teaching*, 61(4), 1337–1364.
- Yeo, M. (2023). Peer Review Circles: The Value of Working in Triadic Groups and Oral Observational Peer Feedback in the Development of Student Feedback Literacy. *Chinese Journal of Applied Linguistics*, 46(2), 270–288.
- Yu, R., & Yang, L. (2021). ESL/EFL Learners' Responses to Teacher Written Feedback: Reviewing a Recent Decade of Empirical Studies. *Frontiers in Psychology*, 12, 735101.
- Zhang, F., Schunn, C., Chen, S., Li, W., & Li, R. (2023). EFL student engagement with giving peer feedback in academic writing: A longitudinal study. *Journal of English for Academic Purposes*, 64, 101255. <https://doi.org/https://doi.org/10.1016/j.jeap.2023.101255>
- Zhang, Z. V., & Hyland, K. (2023). Student engagement with peer feedback in L2 writing: Insights from reflective journaling and revising practices. *Assessing Writing*, 58, 100784.
- Zheng, Y., & Yu, S. (2018). Student engagement with teacher written corrective feedback in EFL writing: A case study of Chinese lower-proficiency students. *Assessing Writing*, 37, 13–24.

