

Eternal: English Teaching Journal
 Vol. 17, No. 1, pp. 146-160, February 2026
<https://doi.org/10.26877/Eternal.v17i1.2936>

Received Nov 03, 2025; Revised Feb 02, 2026; Accepted Feb 09, 2026

Analysis of Peer Feedback Effects on Students' Achievement in Writing Fantasy Stories

^{*1}Eka Noftriana Ciptaningdiah*, ²Siti Aisyah,

³Kani Sulam Taufik

Universitas PGRI Delta

Sidoarjo, Indonesia

ekanovtriana57@gmail.com , siti.aisyah.yes@gmail.com ,
paklamsullam@gmail.com

Abstract. This study aims to examine the effectiveness of peer feedback in improving Grade 11 students' achievement in writing fantasy stories.. The research used purposive sampling with 36 participants. Employing a mixed-methods approach, the study combines quantitative analysis of pre-test and post-test writing scores with qualitative insights from questionnaires and interviews to examine both the measurable impact and students' perceptions of peer feedback in writing fantasy stories. Quantitative results revealed a statistically significant improvement in students' writing performance, with the mean score increasing from $M = 87.86$ ($SD = 2.58$) on the pre-test to $M = 92.56$ ($SD = 2.27$) on the post-test, representing an approximate 14,67% gain ($p < .01$). Qualitative findings reveal that students perceive peer feedback as beneficial for enhancing creativity, structure, and idea development in their fantasy stories, as well as for fostering critical thinking and collaboration. The findings suggest that integrating peer feedback into writing instruction can enhance both students' linguistic skills and creative engagement.

Keywords: Peer feedback, student achievement, writing fantasy story, collaborative learning

Introduction

Writing is one of the most essential skills in English learning because it enables learners to communicate ideas effectively, organize thoughts coherently, and express creativity. Among the various genres of writing, fantasy story writing plays a particularly important role in stimulating students' imagination and developing narrative coherence. Classroom observations, supported by an analysis of students' writing tasks and daily assessment results, revealed that a substantial proportion of students experienced difficulties in providing constructive and specific peer feedback. Approximately 58% of students were unable to offer targeted comments beyond general praise, such as suggestions related to content development, narrative structure, or grammatical accuracy.

*Corresponding author: Eka Noftriana Ciptaningdiah, ekanovtriana57@gmail.com

Furthermore, around 42% of students demonstrated challenges in transforming imaginative ideas into well-organized and linguistically accurate fantasy narratives, as evidenced by recurring issues in plot coherence, character development, verb tense consistency, and sentence structure in their written drafts. These findings indicate that, despite students' creative potential, structured instructional support and empirically grounded strategies such as guided peer feedback are necessary to enhance both the quality of peer evaluation and the overall writing performance.

According to Zhang and Cheng (2022), writing is a process that involves several stages, including pre-writing, drafting, and revising. In fantasy story writing, these stages encourage students to engage in imaginative thinking, character creation, and world-building. Since this process-oriented approach requires multiple drafts and revisions, feedback, particularly peer feedback, becomes essential for refining creative ideas and improving the overall quality of students' writing (Ali & Razali, 2021).

Given that feedback is essential in the writing process, it has been recognized as a central element in enhancing students' writing performance, especially in creative genres such as fantasy stories. Peer feedback, in particular, enables students to evaluate each other's work and provide constructive comments on various aspects such as plot consistency, character development, grammar, and organization (Lee & Wang, 2020). Collaborative and peer-based learning environments not only foster active engagement but also encourage students to exchange ideas, which can enrich their storytelling experiences (Chen et al., 2023). In the context of fantasy story writing, peer feedback further supports students in balancing creativity with coherence, helping them develop stories that are both imaginative and well-structured.

Writing fantasy stories requires both linguistic competence and imaginative ability. However, many students struggle to express their creative ideas effectively in English. Peer feedback provides a supportive and interactive platform where students can share their stories, receive input, and revise based on their peers' suggestions (Liu et al., 2023). Through this process, students learn to view their writing from a reader's perspective, which helps them identify unclear plotlines, inconsistent characters, or weak descriptive details. As noted by Tan and Mah (2022), feedback serves as meaningful input for revision; in the context of fantasy story writing, it helps students balance imagination with coherence and refine their creative expression through collaborative learning.

Despite these theoretical and pedagogical benefits, existing studies have largely focused on general writing genres or teacher-led feedback, with limited empirical attention given to the quantitative impact of peer feedback specifically on fantasy story writing at the secondary school level. Moreover, few studies have integrated students' perceptual data with statistical evidence of writing performance, creating a gap in understanding how students' attitudes toward peer feedback align with measurable learning outcomes. These gaps highlight the need for a mixed-methods investigation that systematically examines both the effectiveness and the experiential dimensions of peer feedback in the context of fantasy story writing.

Building upon the role of feedback in creative writing, language education views feedback as a crucial pedagogical tool for promoting revision and

improvement. Among various instructional strategies, peer feedback has gained increasing attention for its potential to enhance learner engagement, promote critical thinking, and improve writing quality (Rahman & Sulaiman, 2023). Unlike teacher feedback, peer feedback engages learners as active evaluators, enabling them to participate meaningfully in giving and receiving feedback, which strengthens their analytical and reflective skills. Cui and Schunn (2024) emphasize that peer feedback, particularly when it targets meaning-level aspects, plays a vital role in helping EFL students revise and enhance their writing competence.

Moreover, peer feedback contributes to the development of feedback literacy, which encompasses cognitive, affective, and regulatory dimensions necessary for meaningful engagement in writing activities (Little et al., 2024). Developing feedback literacy enables students to interpret, evaluate, and apply feedback effectively, thereby improving their writing revisions and outcomes. Motivational factors such as increased autonomy and self-regulation have also been associated with peer feedback, particularly when students engage with comments that address meaning and self-level aspects rather than surface-level errors (Liao et al., 2023). In creative writing contexts such as fantasy storytelling, feedback literacy empowers students to use peer input to refine both linguistic accuracy and imaginative elements, fostering more coherent and engaging narratives..

However, for peer feedback to be effective, students must actively engage with the feedback they receive. Engagement includes not only reading and understanding peer comments but also reflecting on their meaning and applying them purposefully during revision. As Yu et al. (2019) emphasize, students should “at least respond or attend to the feedback from their peers” (p. 3), since meaningful engagement with feedback determines how effectively they revise and improve their compositions. In fantasy story writing, such engagement helps students refine creative elements, resolve inconsistencies, and strengthen narrative coherence through collaborative reflection.

Behavioral engagement refers to the observable actions students take after receiving peer feedback, including how they incorporate suggestions into their revisions and the strategies they adopt to improve their drafts (Zheng & Yu, 2018; Han & Hyland, 2015). In the context of fantasy story writing, behavioral engagement can be seen when students revise their stories to enhance plot coherence, character consistency, and descriptive detail based on peer input. Previous studies have analyzed students’ drafts and interviews to explore how peer feedback influences revisions and linguistic accuracy (Zheng & Yu, 2018; Han & Hyland, 2015). These findings highlight that active engagement in revising based on peer comments fosters both creative expression and accuracy in writing.

In the context of increasingly emphasized 21st-century learning goals, such as creativity, critical thinking, and collaborative communication, the development of students’ narrative writing skills has become a pedagogical priority in EFL classrooms. Fantasy story writing, in particular, offers a meaningful medium for fostering imaginative expression while simultaneously strengthening linguistic accuracy and textual coherence. However, classroom practices often remain predominantly teacher-centered, with limited opportunities for students to engage in dialogic and collaborative feedback processes. This pedagogical gap may hinder

students' ability to develop both their creative potential and their capacity to critically evaluate written texts.

Nonetheless, despite considerable research on peer feedback in EFL writing, few studies have explored how it supports creativity and narrative development in fantasy story writing, a genre that requires a balance of linguistic skill, imagination, and coherent structure. For this reason, this study aims to investigate the effectiveness of peer feedback in helping students improve their ability to write fantasy stories through a mixed-methods approach that examines both students' measurable improvement and their perceptions of the peer feedback process.

The Role of Peer Feedback in Fantasy Story Writing

Peer feedback plays a crucial role in helping students refine plots, enhance descriptions, and ensure narrative coherence in fantasy story writing (Kuyyogsuy, 2023). Studies indicate that peer review improves both creativity and language use (Vuogan & Li, 2022; Wati, 2021). Grounded in social constructivist principles, peer feedback allows learners to co-construct meaning and develop autonomy as they analyze each other's stories. In EFL classrooms, it promotes both linguistic competence and creative expression by enabling students to identify strengths and weaknesses in areas such as character development, setting, and plot consistency.

Peer feedback has been widely recognized as an instructional strategy that facilitates both cognitive and social dimensions of writing development. In the context of fantasy story writing, it encourages students to expand their imagination and refine creative ideas through exposure to multiple perspectives and collaborative meaning-making. Liu et al. (2023) argue that evaluating peers' texts promotes reflective thinking, enabling learners to identify not only surface-level grammatical issues but also deeper problems related to narrative coherence and idea development. Similarly, Tan and Mah (2022) emphasize that feedback functions as a form of meaningful input that supports revision by guiding students to balance creativity with structural organization and linguistic accuracy. These findings suggest that peer feedback serves as a mediating tool that integrates imaginative expression, narrative structure, and language form, thereby enhancing students' ability to produce more coherent and creatively developed fantasy narratives.

Effectiveness of Peer Feedback on Student Achievement in Fantasy Story Writing

Empirical evidence indicates that peer feedback contributes positively to students' writing performance and creative output. Vuogan and Li (2022) found that peer feedback significantly improves students' writing proficiency, with an effect size of $d = 0.73$. When integrated into fantasy story writing, this approach helps students enhance grammatical accuracy, creativity, and structural coherence.

Studies conducted in Indonesian senior high schools have demonstrated the pedagogical value of peer feedback in enhancing students' narrative writing. Wati (2021) reports that students who participated in structured peer review activities produced more engaging and imaginative narratives, particularly in terms of audience awareness, plot development, and logical story progression. These findings indicate that peer feedback contributes not only to the improvement of technical aspects of writing, such as language accuracy and textual organization, but also to the development of creativity and learner engagement, which are essential for imaginative genres like fantasy stories. Nevertheless, existing research

has tended to focus on overall writing outcomes, with limited attention to the specific mechanisms through which peer feedback fosters creativity and narrative coherence in EFL learners' fantasy writing. This gap underscores the need for further empirical investigation into how peer feedback mediates the relationship between linguistic competence and imaginative expression in this genre.

Digital Platforms and Peer Feedback in Fantasy Story Writing

Digital technology has transformed peer feedback practices in writing classes, including creative and fantasy story writing. Pitukwong et al. (2023) emphasized that online peer feedback systems allow students to provide more specific, reflective, and constructive comments, leading to measurable improvements in writing performance. Digital tools create interactive spaces where learners can upload their stories, annotate texts, and exchange feedback asynchronously. This process encourages deeper reflection and supports collaboration beyond the classroom.

In the context of fantasy story writing, technology enables students to comment not only on language use but also on imaginative aspects such as world-building, character consistency, and narrative logic. Additionally, integrating visual or multimedia elements like maps or illustrations enhances engagement and creativity. Grounded in collaborative learning principles, digital peer feedback helps students negotiate meaning and co-construct knowledge, making it a valuable complement to traditional face-to-face peer review.

Student Perceptions of Peer Feedback in Fantasy Story Writing

In the context of fantasy story writing, technology-mediated peer feedback extends the scope of students' evaluative practices beyond linguistic accuracy to include imaginative dimensions such as world-building, character consistency, and narrative logic. Liu et al. (2023) note that digital platforms facilitate asynchronous and multimodal feedback, allowing learners to reflect more deeply on both form and meaning in their peers' texts. Similarly, Tan and Mah (2022) argue that the integration of visual and multimedia elements such as maps, illustrations, or storyboards enhances students' engagement and supports the development of coherent narrative structures in creative writing. Grounded in collaborative learning theory, digital peer feedback also promotes meaning negotiation and knowledge co-construction through dialogic interaction and shared revision processes (Vygotsky, 1978). Collectively, these studies suggest that technology-enhanced peer feedback serves as a pedagogical mediator that strengthens the interplay between creativity, structural coherence, and linguistic accuracy in EFL students' fantasy story writing.

Challenges and Considerations in Implementing Peer Feedback for Fantasy Story Writing

Previous studies have highlighted both the pedagogical potential and the inherent challenges of implementing peer feedback in creative writing contexts, particularly in fantasy story writing. Research indicates that learners' diverse levels of creativity, imagination, and language proficiency significantly shape the quality and focus of the feedback they provide. Several studies report that students tend to prioritize surface-level linguistic features, such as grammar and vocabulary, over higher-order narrative elements, including plot development, thematic coherence, and characterization. This tendency is often attributed to learners' greater confidence in evaluating formal language accuracy rather than subjective and

imaginative aspects of writing. Moreover, the inherently subjective nature of creativity complicates students' ability to assess peers' ideas in a consistent and objective manner.

Kuyyogsuy (2023) emphasizes that effective peer feedback practices depend on explicit instructional support, the use of clear and structured rubrics, and systematic teacher modeling to guide students toward more balanced and meaningful commentary. Supporting this view, related research underscores the importance of creating a supportive classroom climate in which students feel comfortable sharing imaginative ideas and engaging in constructive dialogue. When such an environment is established, learners demonstrate higher levels of participation and provide feedback that addresses both linguistic accuracy and creative quality. Collectively, these findings suggest that, with sustained scaffolding and positive reinforcement, peer feedback can function as a powerful pedagogical tool for enhancing students' narrative competence and creative development in fantasy story writing.

Method

This study employed a sequential explanatory mixed-method design, where quantitative data were analyzed first, followed by qualitative data to explain the findings. This design was selected to provide a more comprehensive understanding of both the measurable impact and students' subjective experiences.

Participants and Sampling

Participants were selected because they had prior exposure to peer review activities, ensuring informed participation. Participants were purposefully selected based on their prior exposure to peer feedback practices and their intermediate level of English proficiency, ensuring informed and active participation in the study. The sample consisted of 36 Grade 11 students (20 females and 16 males) from SMAN 16 Surabaya, an Indonesian senior high school offering an English-focused curriculum. These students had previously engaged in classroom activities involving peer review and collaborative writing tasks. Purposive sampling was employed as it is appropriate for educational research requiring participants with specific characteristics, such as relevant experience and linguistic competence (Palinkas et al., 2020).

Instrument

The instruments used in this study comprised pre-test and post-test writing tasks, a semi-structured questionnaire, and follow-up interviews. The writing tasks required students to compose a short fantasy story, assessed through an analytic rubric covering content, organization, vocabulary, language use, and mechanics (Weigle, 2021). The rubric was reviewed by two EFL experts to ensure content validity, and inter-rater reliability was established through double scoring, yielding a high agreement rate ($r = 0.87$).

The questionnaire consisted of 15 items on a five-point Likert scale, designed to measure students' perceptions of peer feedback across three constructs: perceived usefulness, confidence in giving and receiving feedback, and engagement during the writing process. The instrument was reviewed by two experts and piloted with ten students prior to data collection to confirm clarity and reliability (Cronbach's $\alpha = 0.89$). Optional semi-structured interviews were conducted with six randomly selected participants to gain deeper insights into

students' experiences, following best practices in qualitative inquiry (Merriam & Tisdell, 2021).

The study was conducted over two weeks. In the first session, students completed the writing pre-test, followed by instruction and practice on peer feedback strategies. During the intervention phase, students participated in multiple peer review sessions guided by structured feedback checklists (Min, 2023). After the intervention, participants completed the post-test, responded to the questionnaire, and selected students participated in interviews. Quantitative data were analyzed using descriptive statistics and paired-sample t-tests, while qualitative data were examined through thematic analysis (Braun & Clarke, 2022).

Procedure

The procedure of this study was conducted over a two-week period and consisted of four main stages. First, students completed a 60-minute fantasy story writing pre-test to assess their initial writing proficiency. Second, they participated in a one-hour peer feedback training session, during which the teacher modeled examples of constructive comments and guided students in analyzing sample texts using a structured feedback checklist. This orientation aimed to help students understand how to provide balanced, specific, and actionable feedback. Third, during the intervention phase, students engaged in three peer review sessions integrated into their regular writing classes. In each session, they drafted their texts, exchanged papers with peers, and provided written and oral feedback based on the checklist while the teacher monitored the process to maintain feedback quality. Finally, after the intervention, students completed a post-test of similar format to the pre-test, followed by the administration of a perception questionnaire and semi-structured interviews with six selected participants to obtain more in-depth qualitative data. All participants provided informed consent prior to data collection, and confidentiality was strictly maintained throughout the research process.

Data Collection

Focus group discussions were chosen to gain a deeper understanding of students' perceptions of the effectiveness of giving and receiving peer feedback, capturing interactional insights and group dynamics that individual interviews might overlook. This qualitative approach allowed participants to build on one another's ideas, leading to richer, more contextualized data.

Three focus group sessions were conducted, each consisting of six to eight students who had participated in the peer feedback intervention. The discussions were guided by a semi-structured interview protocol that outlined key topics and sample questions to ensure consistency across groups. The main themes explored included the influence of peer feedback on students' writing performance, students' preparation and confidence in providing feedback, the perceived effectiveness of the peer feedback process, and the overall value of peer feedback in learning.

A standardized open-ended format was used in which the same core questions were asked across groups, while allowing participants to respond freely and elaborate on their experiences. The researcher also asked follow-up questions when clarification or elaboration was needed, such as prompting participants to explain the reasons behind their opinions. All focus group discussions were audio-recorded with participants' consent, transcribed verbatim, and subsequently

analyzed using thematic analysis (Braun & Clarke, 2022) to identify recurring patterns and insights.

Data Analysis

Quantitative data obtained from the pre- and post-test writing scores were analyzed using SPSS version 22, employing descriptive statistics and a paired-sample t-test to determine whether the differences in students' performance were statistically significant at an alpha level of 0.05 (Field, 2021).

Qualitative data from the questionnaires and interviews were analyzed following Braun and Clarke's (2022) six-phase thematic analysis. The process involved (1) familiarization with the data through repeated reading, (2) generating initial codes, (3) searching for potential themes, (4) reviewing themes for coherence, (5) defining and naming themes, and (6) producing the final report. Through this process, themes related to students' motivation, confidence, and perceived usefulness of peer feedback were identified and refined.

Finally, results from both the quantitative and qualitative analyses were compared and integrated during the discussion phase to provide a comprehensive understanding of how peer feedback influenced students' writing performance and perceptions. This mixed-methods integration allowed for triangulation of findings, enhancing the validity and depth of the study's interpretations.

Findings

Examine the extent to which peer feedback improves students' achievement in learning to write fantasy stories

The analysis revealed a substantial improvement in students' writing performance following the peer feedback intervention. The mean pre-test score ($M = 87.86$, $SD = 2.58$) increased to a mean post-test score ($M = 92.56$, $SD = 2.27$), representing an approximate 5.35% gain. Both pre-test and post-test data were normally distributed ($p > .05$) and homogeneous ($p = 0.644$). A paired-sample t-test confirmed a statistically significant difference between the two tests, $t(35) = 5.21$, $p < .01$.

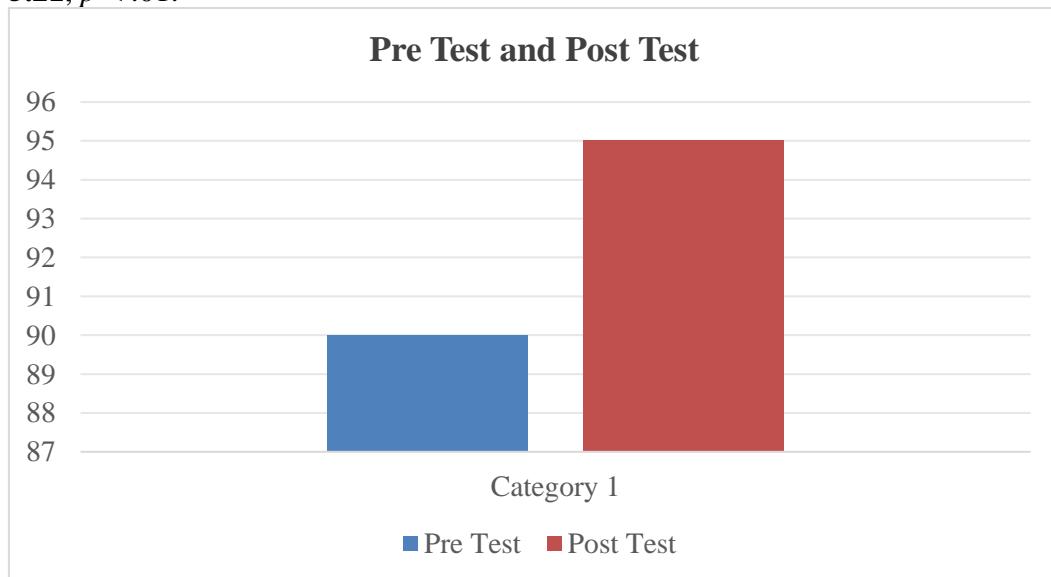


Figure 1. Pretest and Posttest Score

These findings indicate that the peer feedback intervention effectively enhanced students' writing achievement, resulting in more imaginative, coherent, and linguistically accurate fantasy stories.

Students' perceptions of the role of peer feedback in enhancing their fantasy story writing performance

The semi-structured questionnaire revealed overwhelmingly positive perceptions of peer feedback. As shown in Table 1, 93% of students strongly agreed that peer feedback helped them identify weak plots and unclear descriptions, while 90% preferred written feedback for its permanence and reviewability. Most participants also reported increased confidence in their writing. However, about one-third noted that some comments were vague, highlighting the need for clearer feedback training.

Table 1. Students' Perceptions of Peer and Teacher Feedback

Statement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)
Peer feedback is helpful	77.8%	22.2%	0%	0%
Teacher feedback helps understanding mistakes	77.8%	22.2%	0%	0%
Prefer written over verbal feedback	75.0%	25.0%	0%	0%
More confident after feedback	72.2%	27.8%	0%	0%
Peer feedback easier to understand than teacher feedback	36.1%	22.2%	13.9%	27.8%

Source: Data Analysis 2025

Interviews confirmed that students valued the peer review process as an opportunity to learn from diverse creative perspectives. They appreciated feedback that addressed story logic and character development, which stimulated imagination and narrative clarity.

Writing Revisions Before and After Peer Feedback

Table 2 presents selected excerpts from students' writing before and after the intervention. The comparisons show substantial improvement in grammar, vocabulary, and story coherence. For instance, students replaced present tense verbs with appropriate past forms, corrected spelling and mechanics, and enhanced their descriptions of fantasy worlds.

Table 2. Examples of Writing Revisions Before and After Peer Feedback

Student	Before Peer Feedback	After Peer Feedback
1	Once, I meet a very large dragon with wide wings and he could fly, he said he will eat people who didn't want to obey religious orders, then I heard a female witch whisper to me not to listen to her and asked me to follow	last night I met a very large dragon with wide wings and he could fly, he said he would eat people who didn't want to obey religious orders, then I heard a female witch whisper to me not to listen to her

Student	Before Peer Feedback	After Peer Feedback
2	<p>her to a cave, but suddenly a fairy appeared and flew towards me said "don't listen to her, she was a very evil witch and will eat you alive.", came with me that's what the fairy said, and I was told to close my eyes and only hear her voice to walk through the forest with closed my eyes, then suddenly I am arriving in a valley, then he told me to open my eyes and finally I saw a very beautiful view</p> <p>Once I created my own fantasy story .One day I met a very handsome prince, he have a very magnificent palace with a pony that could fly, all the servant in the palace were like very beautiful angels. They tell me to go to a very beautiful garden, I don't see any witch in it, but a very kind and patient fairy and could make any food and drink I asked for. The handsome prince said that this place were a garden of heaven, and only belonged to those who had a good heart. In that place I saw a dragon that can fly, a pony that could fly, there was also a very beautiful river that flowed with milk in it</p> <p>When I was slept at night, I dreamed , I saw a dragon. The dragon is bigger than this school, the dragon could talk. The dragon said he invited me to his home which was in a cave near the beach. There I met the dragon's child and the child invited me to play on the beach . And the dragon's father made me food for dinner. During dinner , the dragon told about his life. He had divorced his wife and now lived with his child. The dragon is looking for a new wife by travelling around the world, then I travelled around the world with the dragon until I arrived in a forest, and the dragon found his new wife, then the dragon got married . then I wake up from my sleep</p>	<p>and asked me to follow her to a cave, but suddenly a fairy appeared and flew towards me saying "don't listen to her, she is a very evil witch and will eat you alive.", come with me that's what the fairy said, and I was told to close my eyes and only hear her voice to walk through the forest with closed my eyes, then suddenly I arrived in a valley, then he told me to open my eyes and finally I saw a very beautiful view</p> <p>One day I met a very handsome prince, he had a very magnificent palace with a pony that could fly, all the servants in the palace were like very beautiful angels. They told me to go to a very beautiful garden, I didn't see any witch in it, but a very kind and patient fairy and could make any food and drink I asked for. The handsome prince said that this place was a garden of heaven, and only belonged to those who had a good heart. In that place I saw a dragon that could fly, a pony that could fly, there was also a very beautiful river that flowed with milk in it</p> <p>When I was slept at night, I dreamed , I saw a dragon. The dragon was bigger than this school, the dragon could talk. The dragon said he invited me to his home where was in a cave near the beach. There I met the dragon's child and the child invited me to play on the beach . And the dragon's father made me food for dinner. During dinner , the dragon told about his life. He had divorced his wife and now lived with his child. The dragon was looking for a new wife by travelling around the world, then I travelled around the world with the dragon until I arrived in a forest, and the dragon found his new wife, then the dragon got married . then I wake up from my sleep</p>
3		

Student	Before Peer Feedback	After Peer Feedback
4	<p>Once I met the witch and I was given a strange poison. When I drink it , I have a wings like an angle to fly. I feel like I was flying above the clouds and travelling around the world easily or I could search for things i dontt know. I felt very happy to be able to fly with the birds above the clouds seing the very beautiful sky</p>	<p>Once I met the witch and I was given a strange poison. When I drank it I had a wings like an angle to fly. I felt like I was flying above the clouds and travelling around the world easily or I could search for things i didnt know. I felt very happy to be able to fly with the birds above the clouds seing the very beautiful sky</p>
5	<p>I once imagined a magical world beneath the ocean, when mermaids built castles of coral and dolphins spoke in riddles. I am an explorer whose discovered a shining pearl that could grant one wish. But when I touched it, the sea started to glow, and a giant sea serpent appeared. "Return the pearl," it roared, "or the ocean will vanish!" I realized that true treasure was not in the pearl, but in protecting the ocean's beauty. I give it back, and the serpent smiled before disappearing into the deep. The mermaids sang a song of gratitude, and the sea sparkled brighter than ever. When I woke up, I could still hear the ocean whispering my name.</p>	<p>I once imagined a magical world beneath the ocean, where mermaids built castles of coral and dolphins spoke in riddles. I was an explorer who discovered a shining pearl that could grant one wish. But when I touched it, the sea started to glow, and a giant sea serpent appeared. "Return the pearl," it roared, "or the ocean will vanish!" I realized that true treasure was not in the pearl, but in protecting the ocean's beauty. I gave it back, and the serpent smiled before disappearing into the deep. The mermaids sang a song of gratitude, and the sea sparkled brighter than ever. When I woke up, I could still hear the ocean whispering my name.</p>

Discussion

Examine the extent to which peer feedback improves students' achievement in learning to write fantasy stories

The study involved 36 Grade 11 students (20 females and 16 males) from SMAN 16 Surabaya, an Indonesian senior high school with an English-focused curriculum. This contextual background is important in interpreting the findings, as students' prior exposure to English and a learning environment that emphasizes language development may have contributed to their responsiveness to the peer feedback intervention. The relatively balanced gender composition also suggests that the observed improvements in imaginative quality, coherence, and linguistic accuracy were not limited to a single demographic group, but rather reflected a broader pattern of engagement across the class. These results align with previous research indicating that supportive and collaborative classroom contexts can enhance students' willingness to provide and utilize feedback, thereby fostering both creative and linguistic growth in EFL writing.

The significant improvement in students' post-test performance indicates that structured peer feedback effectively enhanced students' writing quality. This improvement can be attributed to the opportunity for students to critically evaluate

peers' work and apply similar insights to their own writing, leading to more targeted revisions and refined organization. This finding supports Min's (2016) assertion that peer evaluation fosters self-regulated learning and deeper awareness of textual coherence.

The narrowing score variance also suggests that peer feedback encouraged more uniform writing proficiency among students. This pattern aligns with Wati (2021), who found that Indonesian high school students' descriptive writing scores improved significantly following peer feedback activities. The present study extends these findings to the fantasy genre, demonstrating that the benefits of peer evaluation are not limited to expository or descriptive writing.

Furthermore, the results are consistent with Vuogan and Li (2022), who reported that collaborative feedback enhances learners' motivation and linguistic accuracy across different writing genres and proficiency levels. The present data indicate that peer interaction and mutual support during feedback sessions contributed to students' confidence and engagement, resulting in more coherent and imaginative narratives.

Overall, the findings confirm that peer feedback is both statistically effective and pedagogically meaningful. The improvement in students' writing quality suggests that integrating structured peer feedback into EFL classrooms can be a sustainable and student-centered approach to developing creative writing skills.

Students' perceptions of the role of peer feedback in enhancing their fantasy story writing performance

The qualitative findings indicate that peer feedback enhanced both technical and creative writing skills. Students became more attentive to grammatical accuracy and narrative flow while learning to reflect critically on their own writing. These results echo Min (2016) and Yu and Lee (2014), who emphasize the role of peer evaluation in developing metacognitive awareness and autonomous learning. Moreover, the improvement in creativity supports Tanjung and Sari's (2024) conclusion that peer feedback promotes imaginative engagement in EFL writing contexts. Overall, the findings demonstrate that peer feedback not only improved writing performance but also nurtured learners' confidence, reflective habits, and sense of community in the classroom.

The study found that peer feedback significantly enhanced both the creativity and linguistic accuracy of learners' fantasy story writing. After the peer evaluation intervention, student average post test score – Average pre test score is $87.61 - 92.89 = 5.28$. The pre-test and post-test results indicate that there was a fourteen point sixty seven percent improvement in students' scores ($5.28 \div 36 = 0.1467$) $\times 100\% = 14.67\%$, indicating marked improvement in content development, grammar, and narrative organization. Peer assessment not only strengthened learners' technical writing skills but also stimulated imagination and engagement with storytelling tasks.

The qualitative data revealed that learners valued peer review as an opportunity to learn from diverse creative perspectives. They reported that classmates' comments helped them clarify ambiguous story sections, refine fantasy elements, and create more engaging plots. Although a few participants mentioned difficulties in interpreting vague comments, most appreciated feedback focused on creativity, character development, and story logic. These findings are consistent with Tanjung and Sari (2024), who found that Indonesian EFL students viewed

peer feedback as an empowering tool that fosters creativity, collaboration, and confidence in language use.

This section presents the analysis of students' written performance before and after receiving peer feedback on their Fantasy Story assignments. The analysis focused on grammar and tense consistency, sentence structure, vocabulary use, mechanics (spelling and punctuation), and content organization. The comparison between pre- and post-feedback drafts illustrated clear progress in linguistic control and coherence.

Before receiving peer evaluation, most learners' writing displayed recurring weaknesses. Grammatical errors were frequent, particularly in verb tense usage and subject-verb agreement. For example, phrases such as "I meet a very large dragon" and "he will eat people" demonstrated inconsistent tense application in narratives that required the past form. Students also tended to produce lengthy, run-on sentences lacking punctuation, which weakened narrative clarity. Their vocabulary was often repetitive and occasionally inaccurate, as seen in "I have a wings" or "I don't see any witch." Spelling errors (e.g., "dontt," "seing," "angle") and inconsistent capitalization were also common. Despite strong imaginative ideas, the limited linguistic accuracy reduced overall story quality and coherence.

After receiving peer feedback, learners demonstrated noticeable improvement across nearly all dimensions of writing. Grammar and tense use became more consistent, as shown in the corrected phrase "Last night I met a very large dragon" replacing "Once, I meet a very large dragon." Subject-verb agreement improved ("he had a magnificent palace" instead of "he have a magnificent palace"), and sentence structures became more coherent through appropriate use of conjunctions and punctuation. For example, "I heard a witch whisper to me... but suddenly a fairy appeared" was revised to a more fluid and grammatically sound version, showing enhanced syntactic awareness.

In terms of vocabulary, learners refined word choice and grammatical forms, replacing awkward expressions with more natural phrasing such as "I had wings like an angel to fly" instead of "I have a wings like an angle to fly." The use of descriptive and sensory language also became more effective, enriching the fantasy narrative's atmosphere. Improvements in mechanics particularly spelling, punctuation, and quotation marks reflected heightened attention to technical accuracy. For example, errors such as "dontt" and "seing" were corrected, and dialogue punctuation became more standardized.

Furthermore, the organization and content of the stories displayed stronger logical sequencing and narrative coherence. Learners connected events more smoothly and developed their plots with greater attention to thematic unity. These improvements suggest that the peer review process promoted both linguistic development and creative expression.

Overall, the comparison between pre- and post-feedback drafts confirmed that peer assessment was effective in improving learners' ability to produce coherent, grammatically accurate, and imaginative fantasy stories. Engaging in peer review enabled learners to identify errors, recognize stylistic issues, and apply lessons from reviewing peers' work to their own writing. This reflective learning process aligns with prior research emphasizing peer feedback as a collaborative learning strategy that fosters self-regulation, metacognitive awareness, and learner autonomy (Min, 2016; Yu & Lee, 2014). The reflective and self-regulatory

learning observed in this study also echoes Little et al.'s (2024) concept of feedback literacy, in which students develop both emotional and cognitive engagement with feedback.

The findings suggest that structured peer feedback can transform writing classrooms into collaborative learning communities. By integrating peer review systematically, teachers can cultivate learner autonomy, empathy, and critical awareness while maintaining focus on linguistic accuracy and creativity. Ultimately, peer feedback not only supports language development but also empowers students to become reflective, confident, and independent writers capable of sustaining lifelong learning practices.

Conclusion

This study concludes that the peer feedback intervention was effective in improving the fantasy story writing performance of Grade 11 students at SMAN 16 Surabaya. The participation of 36 students from an English-focused academic setting highlights the potential of structured peer interaction to support measurable gains in imaginative development, textual coherence, and linguistic accuracy. Quantitative results indicated significant improvement in writing scores, while qualitative data revealed growth in creativity, confidence, and linguistic awareness. Peer review enabled students to refine ideas, improve grammatical accuracy, and strengthen story organization through critical reflection on their own and others' writing. These findings confirm previous research (Min, 2016; Yu & Lee, 2014) emphasizing that structured peer feedback not only develops writing proficiency but also nurtures collaborative learning and feedback literacy. Integrating systematic peer review into creative writing instruction can cultivate essential 21st-century skills such as imagination, critical thinking, and cooperation. Teachers are encouraged to scaffold peer feedback practices through clear rubrics, modeling, and reflection activities to ensure quality engagement. Future research could investigate digital or cross-cultural peer feedback environments to further support creativity and learner autonomy in EFL writing contexts.

References

Bolourchi, A., & Soleimani, M. (2021). The impact of peer feedback on EFL learners' writing performance and writing anxiety. *International Journal of Research in English*, 6(1), 1-15. <https://doi.org/10.52547/ijree.6.1.1>

Cui, Y., & Schunn, C. D. (2024). The role of meaning-level peer feedback in enhancing EFL students' writing development. *American Educational Research Journal*. <https://doi.org/10.1080/02602938.2024.2364025>

Di Zou, X., Xie, H., & Wang, F. L. (2022). Effects of technology-enhanced peer, teacher, and self-feedback on students' collaborative writing, critical thinking tendency, and engagement. *Journal of Computing in Higher Education*. <https://doi.org/10.1007/s12528-022-09337-y>

Fan, Y., & Xu, J. (2020). Exploring student engagement with peer feedback on L2 writing. *Journal of Second Language Writing*, 50, 100784. <https://doi.org/10.1016/j.jslw.2020.100784>

Huang, M. C. (2004). The use of process writing and Internet technology in a Taiwanese college English writing class: A focus on peer reviews (Doctoral dissertation).

The Pennsylvania State University. Keh, C. L. (1990). Feedback in the writing process: A model and methods for implementation. *ELT Journal*, 44(4), 294-304. <https://doi.org/10.1093/elt/44.4.294>

Kuyyogsuy, S. (2023). Students' attitudes toward peer feedback: Paving a way for students' English writing improvement. *English Language Teaching*, 12(7), 107-115. <https://doi.org/10.5539/elt.v12n7p107>

Laici, C., & Pentucci, F. (2023). Feedback strategies in distance education: a survey of university students. *Research on Education and Media*, 15(2), <https://doi.org/10.2478/rem-2023-0022>

Li, H., Zhang, Y., & Liu, X. (2024). Peer feedback in online collaborative writing: Challenges and prospects. *Computers & Education*. <https://doi.org/10.1007/s10639-024-12560-y>

Liao, Y., Gao, S., & Cheng, L. (2023). Peer feedback and autonomous learning: The role of self-regulation in writing instruction. *System*, 113, 102845. <https://doi.org/10.1016/j.system.2023.102845>

Little, S., Hjalmarsson, M., & Adamson, R. (2024). Feedback literacy and engagement in writing: Building cognitive, emotional, and regulatory capacities. *Studies in Higher Education*. <https://doi.org/10.1080/02602938.2023.2177613>

Onozawa, C. (2010). A study of the process writing approach. *Research Note*, 10, 153-163.

Pellisa, T. L., Rotger, N., & Gallego, F. R. (2020). Collaborative writing at work: Peer feedback in a blended learning environment. *Education and Information Technologies*, 25(6), 5095-5112. <http://dx.doi.org/10.1007/s10639-020-10312-2>

Pitukwong, K., Boonbongkotrat, N., Phusri, N., & Phengsuai, P. (2023). Examining the efficacy of digital peer feedback systems in enhancing EFL students' writing skills: An investigation of feedback quality and impact in online environments. *Journal of Asian Language Teaching and Learning*, 4(3), 11-24. retrieved from <https://so10.tci-thaijo.org/index.php/jote/article/view/1005>

Tanjung, Y. H. P., & Sari, S. Y. (2024). Exploring students' perceptions of peer feedback in writing class: A study of undergraduate students in the English Department of UNP. *Journal of English Language Teaching*, 13(1), 1-10. <https://doi.org/10.24036/jelt.v13i1.127284>.

Vuogan, A., & Li, S. (2022). Examining the effectiveness of peer feedback in second language writing: A meta-analysis. *TESOL Quarterly*, 57(4), 1115-1138. <https://doi.org/10.1002/tesq.3178>

Wati, R. (2021). The effectiveness of using peer feedback on students' writing descriptive text. *JEET: Journal of English Education and Technology*, 2(2), 372-382. <https://doi.org/10.59689/jeet.v2i02.47>

Yan, W., Liu, Y., & Zhang, X. (2024). Revision-oriented peer feedback and its impact on L2 writing performance. *TESOL Quarterly*. <https://doi.org/10.1177/21582440241288737>

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. <https://doi.org/10.1016/j.asw.2018.03.001>