Online Peer Feedback on English Writing: The Economics Students' Voices

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Abstract

Online peer feedback on writing has been studied by many scholars to examine the applications, the effectiveness, the weaknesses, and the students' perceptions in the context of learning English for general purposes, but little attention has been paid to its use in the area of English for specific purposes. The present study aims to reveal the Economics students' experiences with the use of online peer feedback in writing. This study was designed as a mixed-method inquiry that involved 140 Economics students at a university in Bengkulu Province, Indonesia, who took English courses. The data was gathered using a questionnaire and a semi-structured interview, which were analyzed based on each type, quantitatively and qualitatively, to reach the objective of the study. The results show that economics students viewed the use of online peer feedback in writing activities very positively. The results of this research contribute theoretically and practically to encouraging the use of online peer feedback in improving student effectiveness and skills.

Keywords: Economics students, English writing, online mode, peer feedback, students' responses.

Introduction

Peer feedback is essential and has become an important concern in writing practice. It refers to the activity in which students serve as information sources and interactants for one another in a way that they take on duties and obligations typically performed by an editor, tutor, or instructor in teaching like critiquing and offering comments on each other's drafts in both spoken and writing forms during the writing process (Liu & Hansen, 2002: 1). When students receive peer feedback, they will probably be presented with two things: (a) performance components that the feedback provider believes are incorrect or can be improved; and (b)

feedback elements that point out and critique these performance elements (Aben et al., 2022).

Peer feedback has been reported as an effective strategy to raise students' academic achievement since it can increase skill awareness and identify potential development areas to enhance learning (Hornstein et al.,2025; Zhang & Hyland, 2022; Latifi et al., 2021; Yu & Hu, 2017; Yu & Lee, 2016; LeClair-Smith et al., 2016). It is also an essential component of the learning process through promoting student-to-student interactions to build their feedback skills (Double et al., 2020). Compared to teacher feedback, peer feedback is believed to be more effective in some contexts (Elfiyanto & Fukazawa, 2020; Nicol et al., 2014). It is seen as being able to provide more supplementary sharing of viewpoints than teachers can provide (Wong & Shorey, 2022). In addition, peer feedback fosters the development of stronger self-assessment skills in students rather than just conducting self-evaluations (Nulty, 2011). Therefore, the use of peer feedback should be recognized as an important aspect in the classroom because it allows engagement in learning, which is considered better than other types of evaluation.

In language research, peer feedback is underpinned by two major theories: the Cognitive Approach and Sociocultural Theory (Mahvelati, 2021). The theories of cognitive psychology have influenced how SLA practitioners see second or foreign language learning. It emphasizes rule learning by deduction and conscious cognitive processes, in contrast to behaviorism, which views learning as a series of stimulus-response habit-building. It also views error as a crucial learning tool (Bitchener & Ferris, 2012). Moreover, sociocultural theory (SCT) is referred to as Vygotsky's Zone of Proximal Development (ZPD). According to Falhasiri and Hasiri (2020), ZPD is described as the psychological realm in which students can perform tasks that they would not be able to do on their own but with some assistance. SCT proponents believe that, when learners are engaged in mediation and scaffolding and get feedback that fits within their ZPD, learning takes place. Feedback must be customized to best meet each student's needs to ensure that it is within their ZPD. Therefore, based on the theories, feedback can be classified at least into three dimensions; they are cognitive, social-affective, and structural (Yang and Carless, 2013; Yusuf, Widiati & Sulistyo, 2017). The cognitive dimension is focused on the feedback's content, which includes the students' participation and self-control. The interpersonal negotiation of feedback, or trust and emotional relationships, is the

focus of the social-affective dimension. Lastly, the structural component controls how feedback is organized and how resources are mobilized and flexible.

Giving and receiving comments from peers in writing can assist students in becoming better writers as it fosters social sharing and the acquisition of knowledge from a variety of viewpoints (Huisman et al., 2018). It raises the affective, behavioural, and cognitive engagement of the students in the writing process, and the benefits are for not only the students who provide the feedback but also the feedback providers (Peterson, 2013). Thus, by commenting or remarking on the work of their peers and vice versa, students become more conscious of the elements of quality writing and enhance the learning independence impacted by student interaction. This activity can be performed by reviewing, responding, editing, evaluating, or revising (Cao et al, 2022).

There are two categories of peer feedback for writing activity in terms of modality: Offline and online. Formerly, written feedback has been the subject of more in-person classroom training than online instruction; however, online writing classes have begun to become increasingly noteworthy in helping students improve their writing abilities in the contemporary era (Kourbani, 2017). Its emergence with the advent of electronic media was in the late 20th century (Cao et al, 2022), but the replacement of traditional in-person classroom instruction with online mode since the COVID-19 pandemic with the global expansion significantly hampered university instructional activities (Topalov* et al., 2023; Lv, Ren & Xie, 2021; Rimmer, 2020). With the rise of peer feedback in writing through online mode nowadays, the study related to this case deserves to be expanded to gain more sources of reference.

In definition, online peer feedback is a process in which students give and receive feedback about their written work from their peers through online platforms. Through online learning, there are no in-person classroom activities associated with learning and feedback; instead, learning and feedback occur exclusively in the virtual learning environment (Gasevic et al., 2015). This is an important part of collaborative learning and can help students improve their writing skills (Zhang et al., 2022). Firstly, it improves critical skills (Patchan & Schunn, 2015). Providing feedback to peers forces students to think critically about others' written work. This could aid in the development of their critical thinking abilities, which will be beneficial in their writing. Secondly, online peer feedback can provide the chance to learn from others' mistakes. By reading and providing feedback on peers' written work, students

can learn from the mistakes and successes of others (Liu & Lee, 2013). This can give them new insights into how to write better. Next, the activity can help students gain a new perspective. Feedback from peers can give a writer a new perspective (Schillings et al., 2021). Peers may see something the author missed or have different ideas or suggestions. Furthermore, online peer feedback can improve communication skills. The process of providing and receiving feedback is an exercise in communication (Ertmer, 2007). Students must learn how to convey their criticism constructively and politely, and how to accept criticism from others. Eventually, it can increase motivation. Receiving positive feedback from peers can increase a student's motivation to write. It can also give them confidence in their writing skills. However, it is important to remember that the effectiveness of online peer feedback is highly dependent on how this process is facilitated. Teachers ought to offer precise instructions on how to provide constructive feedback and should monitor discussions to ensure that all students participate and that the feedback provided is relevant and helpful (Zheng et al., 2023).

There have been found several previous studies focusing on peer feedback to teaching writing online. For example, the study that examined the use of Wiki (Ma, 2019), Cloud Collaboration (Kurniawan et al., 2023), Google Classroom (Putra et al., 2021), and Google Docs (Pham, 2020). Those studies were conducted in general writing contexts; however, how learners process and make use of online peer feedback in the specific writing context has not received enough attention. The purpose of this study is to fill this void by examining students' views and experiences related to the area in the Economics context.

Writing skills in the context of English for Economics or English for Specific Purposes (ESP) are essential. ESP is an approach to language teaching that focuses on the specific needs of learners (Fitria, 2019). In this case, ESP for Economics means learning and teaching English with a focus on topics, terms, and situations related to the field of Economics (Rahman, 2015). Writing in this context involves understanding and applying economic terminology in English, as well as understanding the structure and writing styles common in economic literature (Rosyanova, 2016). For example, writing economic research reports, market analyses, or business proposals requires an understanding of specific writing formats and styles. Apart from that, writing skills also include the ability to convey ideas and arguments clearly and logically, using English correctly and effectively (Defazio et al., 2010). This includes

the appropriate use of grammar and vocabulary, as well as the ability to write in varying styles and levels of formality, depending on the context and purpose of writing. Overall, writing skills in English for Economics or ESP are a very valuable skill that can help individuals to communicate effectively in professional and academic contexts in the field of Economics.

Research Methodology

This study adopted a mixed methods design to examine how economics students experience online peer feedback on their writing in English courses. To obtain the data, this approach synthesizes complementary quantitative and qualitative data (Creswell & Creswell, 2018). The participants' questionnaire scores on online peer feedback make up the quantitative data, while an interview was conducted to gather the qualitative data.

This study involved Economics students who were enrolled in the English course at the Economics and Business Faculty in a public university in Bengkulu Province, Sumatra, Indonesia. The data was gathered from the students taking the course in the odd semester from July to December 2024. The English course provided various English skills for students, ranging from listening, speaking, reading, and writing. However, this study only focused on writing skills since it takes time, from planning to accomplishing, and requires the complexities of the process (Putra et al., 2021). Besides, writing in the Indonesian context is the subject that most students steer clear of (Kusumaningrum et al., 2019), while the skill plays a vital role for ESP students in conveying specialized information (Dou et al., 2023). Focusing on writing skills is considered appropriate to reveal students' views with the use of online peer feedback activities. For this reason, as many as 140 students enrolled in the faculty were involved in filling out the questionnaire related to their experiences or opinions to have online peer feedback activities. The following table shows the data of respondents based on the field of study:

Table 1. The respondent numbers based on the field of study

Study program	Number of students
Economic development	40
Accounting	50
Management	50
Total	140

Afterward, the participants were listed in a Microsoft Excel sheet. By applying the RAND function in Microsoft Excel, the participants were randomly selected to participate in a semi-structured interview. Eight students then took part in the interview to obtain more information. Participants were informed that their confidentiality would be strictly maintained and that their involvement in the study was entirely voluntary. They were also assured of their right to withdraw from the research at any stage without facing any negative consequences.

Related to the technique for collecting the data, the first is a Likert scale questionnaire, which was administered through Google Forms. Each question in the questionnaire comprises five options (from 'strongly agree' to 'strongly disagree') for students to choose based on their perception of online peer feedback in writing in the context of economics study. The indicators were adapted from Huisman et al. (2019) and Lee (2008). The indicator criteria are (a) Online peer feedback as an instructional method, (b) Confidence in online peer feedback quality, (c) Online peer feedback as an important skill for economics students, (d) Peer feedback based on types of preferences, and (e) Peer feedback for future writing activities.

For the qualitative data, this study used a semi-structured interview. The interview was conducted at different locations and times according to the convenience of each participant. There were fourteen questions given to students as participants to support the data that had been gathered from the questionnaire. The question guideline has been consulted by several experts in the focused field to ascertain whether the interview would provide meaningful data. In addition, the interview was supported by a recording device to help remember what was spoken by the interviewee (Gay and Airasian, 2000). In conducting interviews, the Indonesian language was used to gather meaningful answers, but the students' responses were translated into English. The translation was done by a qualified scholar, who also serves as the author (the fourth author). She has experiences in academic translation and is bilingual in Indonesia and English. The translations were conducted carefully and cross-checked to make sure that the original messages were preserved.

Moreover, to determine the frequency and mean score for each questionnaire item, descriptive statistics were employed to analyse the quantitative data gathered from questionnaire responses. The Likert Scale mean score was

classified using the Joshi et al. (2015) recommended categorization method. The categories are shown in Table 2.

Table 2. The categorization of scale

Categorization	Scale
SD (Strongly Disagree)	> 1 to 1.8
D (Disagree)	> 1.8 to 2.6
U (Undecided)	> 2.6 to 3.4
A (Agree)	> 3.4 to 4.2
SA (Strongly Agree)	> 4.2 to 5

After data from the questionnaire had been collected and analyzed, the interview data was then coded to find themes that addressed the research questions. Coding, creating categories, and editing them were done iteratively throughout the data analysis and findings writing process. After reading the data several times, the themes that supported the research objectives were inferred. The themes were then deductively mapped to the ideas surrounding online peer feedback in writing activities.

Findings and Discussion

Findings

The students' responses resulting from the questionnaire are presented in Table 3. The data show the percentage of each item to elucidate the tendency of how students of English for economics view and experience online peer feedback in writing activities.

Table 3. The results of the questionnaire

No	Questions	Options					M	C
		SA (%)	A (%)	N (%)	D (%)	SD (%)		
a.	**Online peer feedback as an instructional method**							
1	Utilising online peer feedback to engage students is meaningful to writing essays in the setting of English for Economics.	56.43	25.71	12.86	5.00	-	4.34	SA
2	When writing essays, online peer review is useful.	50.00	30.00	12.86	5.00	2.14	4.21	SA
3	Online feedback should be given only by the lecturers (reverse).	5.71	22.14	21.43	22.14	28.57	2.54	D
4	Involving students in online peer feedback to write an essay is instructive for economics students.	47.86	35	10	5.71	1.43	4.22	SA
b.	**Confidence in online peer-feedback quality**							
5	I am generally sure that the online peer feedback I give other students are of a	16.43	32.14	35	12.86	3.57	3.45	A

No	Questions	Options					M	C
	high calibre.							
6	In general, I am sure that the online peer feedback I give other students aids in their work improvement.	15	39.29	30.71	12.14	2.86	3.51	A
7	In general, I am self-assured that I understand the contents and structure written by other students, so that my online feedback is appropriate.	14.29	36.43	33.57	11.43	4.29	3.45	A
8	I am generally sure that the online peer feedback I receive from other students are of a high calibre.	35.71	42.86	15	6.43	-	4.08	A
9	I am generally sure that the online peer feedback I receive from other students aids in my work improvement.	45.00	37.14	12.14	5	0.71	4.21	SA
10	In general, I am confident that my peer understands the contents and structure of my writing, so that the feedback I receive is appropriate.	45.71	35	15	4.29	-	4.22	SA
c.	**Online peer feedback as an important skill for economics students**							
11	For students studying economics, the ability to provide constructive online peer feedback on writing is a crucial ability.	43.57	43.57	9.29	3.57	-	4.27	SA
12	For students studying economics, handling critical online peer feedback is an essential skill.	46.43	35.71	12.86	3.57	1.43	4.22	SA
13	The ability to make necessary improvements to one's work based on online peer feedback is a crucial skill for students studying economics.	50	31.43	14.29	4.29	-	4.27	SA
d.	**Peer feedback based on type preferences**							
14	I prefer to focus on essays contained in online feedback.	50	26.43	19.29	4.29	-	4.22	SA
15	I prefer to focus on essay organization in online feedback.	49.29	27.86	17.14	5.71	-	4.21	SA
16	I prefer to focus on language in the essay in online feedback.	22.14	37.86	30	10	-	3.72	A
17	I prefer to focus on essay structure and mechanisms in online feedback.	20.71	42.14	28.57	8.57	-	3.75	A
e.	**Peer feedback for future writing activities**							
18	I want to be involved in online peer feedback to write essays in the economics context in the future.	51.43	30	13.57	5	-	4.28	SA
19	I would like to receive more comments from peers in the future to improve my writing in an economic context.	44.29	41.43	8.57	5.71	-	4.24	SA
20	I would like to receive error feedback from peers in the future to improve my writing in an economic context.	41.43	39.29	10.71	7.86	0.71	4.13	A

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, M=Mean, C=Categorization

From table 3, it can be sensibly parsed that most students have a very positive opinion of using online peer feedback as an instructional method for their writing essays in the English for economics context. They also have high confidence in being involved in these activities. Overall, respondents consider that online peer feedback is an important skill that economics students must have. Besides, several tendencies can be of concern in these activities. Eventually, students also viewed the use of peer feedback in English writing activities very positively in the future. In the following, the findings will be described in detail based on sub-indicators. To support the data that is already available, the data from the interview is used to triangulate the results.

Online peer feedback as an instructional method

Items 1 to 4 examine students' views on valuing online peer feedback as an instructional method. The data shows that responses were dominated by 'strongly agree.' They firmly believed that involving students through online peer feedback is meaningful in writing practice, with a value of 56.43% of the total respondents, besides it is also useful (50%) and instructive (47.86%) for economics students. When they were faced with considering whether online feedback was provided solely by lecturers, the answer went to 'disagree', which means that students validly agreed that peer feedback needed to be included as an instructional method.

Similarly, the interview supports the results. The majority of students felt that online peer feedback is beneficial because of the effectiveness it provides. They asserted that the online mode allows for ease in the process of giving and receiving feedback from peers. This can improve their writing skills when they have to compose text based on their field of study. For example:

> "It's effective because by using online tools, we can comment directly. We can even directly answer where we went wrong, and it's also time efficient because we don't have to meet face to face when providing comments." (S08)

> "Peer feedback plays an effective role in improving my essay for example when I write a descriptive text about taxation. By receiving comments, I can correct and improve the content and structure of the essay given by a classmate online." (S06)

Confidence in online peer-feedback quality

In this section, the statements (5 to 10) are divided into two parts: students' beliefs about the quality of providing and the quality of receiving online feedback. Apart from the results showing a positive average for each item in this segment, there are visible differences between the two. Students feel more confident in

receiving feedback than in giving it. They are very confident that their peers understand the content and structure of their writing weighted 4.22. This item is followed by students' belief that the feedback they receive can help them complete their writing task (4.21).

The interview results also show differences in confidence quality related to giving and receiving feedback online. The ability to use technology online provided them with self-assurance, but this is not the same as their belief in the ability to provide reliable feedback. On the other hand, they believed in their peers more in providing feedback because they shared common knowledge about genres required in their field of study. Feedback provided by peers was also seen as being able to highlight parts that were missed. Strengthening and motivation were also other important concerns accordingly. They reflected:

> "I am not very confident in giving feedback because what I comment is not necessarily true. But I am quite confident in the technology being used of the online mode." (S02)

> "I trust my friend's understanding because I need another point of view regarding my essay, because I might think it is correct, but it turns out there are still errors." (S04)

> "I believe in the quality of my classmates' comments because we were given the task of a common type of writing related to our study. Also, the comments can provide support and motivation, thus making me enthusiastic about improving my writing." (S05)

Online peer feedback as an important skill for economics students

The results show that students definitely considered that online peer feedback was an important skill that economics students had to hold, manifested by items 11 to 13. It is proven by student responses, which lead to a mean of 'strongly agree' on all items. 50% of students' answers referred to receiving online feedback as an important skill for economics students. Not only receiving but also providing constructive feedback online was an indicator that appeared no less important.

Like the questionnaire results, the interview sessions obtained the same theme. The respondents avowed that economics students should consider the ability to provide or to perceive feedback from friends in writing. This ability offers an advantage for students to be trained in sharpening their understanding. Being able to provide is equally beneficial as receiving feedback, and subsequently raising the performance level of economics students both in their current studies and future careers. They responded:

> "In my opinion, it is an important skill because when someone comments, they must first understand the context of the essay. Don't give comments carelessly so that the friend who wrote the essay didn't make a mistake, so you need skill so you don't make a mistake." (S03)

> "I believe that this is a skill that we should have because the ability to write is the basic skill that will support both current performance in economic study programs and careers in the future." (S08).

Peer feedback based on type preferences

Overall, students responded positively to all types of online feedback given by peers on their writing. This can be seen by their tendency to answer 'agree' and 'strongly agree' in items 14 to 17. Weighted 50% of the total answers went to 'strongly agree' for the option of choosing to focus on the essay containing the online feedback. Almost the same percentage also wants to focus on organization in online feedback.

From the interview results, it was also depicted that students considered positively all types of feedback. However, they argued that the language and structure/ mechanism of writing would be more helpful with features of technological media, and discussion of contents would be more useful with online peer feedback. For example:

> "I think content and organization should be considered more. What we want to convey must be connected between the title and the content. If it doesn't connect, the reader will be confused, but we also have to pay attention to the structure of the essay and language so we don't make mistakes when writing." (S07)

> "Comments are equally good in terms of content and structure. This can provide appreciation for strengths and provide suggestions for improvement. But for the structure or mechanism, we can use the tools provided in the computer software" (S05)

Peer feedback for future writing activities

The final part of the questionnaire is to probe how students view online peer feedback for their writing activities in the future. From the data obtained, it can be inferred that economics students certainly expect to use such activity in handling their upcoming writing assignments. The mean score on item 18 is 4.28, which means 'strongly agree.' They also want to receive more comments to help in composing their writing (item 19), with a score of 4.24.

The answers to the questionnaire above were reconfirmed by interview results. Their reasons for expecting to get online peer feedback in the future are that they felt it would help. Thus, feedback from peers was important for them for future writing opportunities. Another main theme that emerged predominantly was that they wanted more comments on their writing. Comments from peers who were from the same major (economics) were believed to be more competent. They declared:

> "Based on my experience, I hope that online feedback can be an activity to help me with my assignments in writing English essays in the future. Writing with the help of feedback from friends is felt to be necessary." (S01)

> "I think receiving more comments from friends is very desirable for my writing in the future, especially from friends who are in the same study program, because they will also know more about the content of my writing." (S07)

Discussion

Based on the results, there are at least five themes that can be addressed to discuss how online peer feedback in writing plays a role in the side of economic students' perceptions. The themes are: students valuing online peer-feedback as an instructional method, the confidence in online peer-feedback quality, the valuation of online peer-feedback as an important skill for economics students, online peer feedback based on types preferences, and students' valuation of peer-feedback for future writing activities. The students' voices reflecting their experiences are compared, supported, or rejected by using the other works based on theories or field studies following the themes.

The first finding is that online peer feedback is assumed to be a meaningful instructional method in educational settings, including English for economics. It has been recognized for its potential to enhance students' learning experiences and outcomes. The positive views held by students are also reported by Putra et al. (2021). By applying the strategy, there should be greater emphasis on the "student-centered" teaching approach (Chao et al, 2023). This idea demonstrates that online peer feedback allows students to have greater freedom to comment on the work or tasks that they are assigned. In other words, it actualizes the student-centered pedagogical reasoning, which is in opposition to the conventional teacher-dominated pedagogy and readily contributes to the discordant tutor-student connection and the gloomy classroom environment. Related to the instructional method, peer feedback can be used to enhance project-based learning in an online learning environment as well. Students can enthusiastically engage in the

peer feedback process and provide excellent feedback on how the activity enhanced their project-based learning encounters (Ching & Hsu, 2013).

The current finding also reveals that online peer feedback can increase students' confidence and the quality of their writing tasks. The process of giving and receiving feedback can help students recognize their potential areas of deficiency in their knowledge, skills, or attitude, thereby increasing their confidence (Lerchenfeldt & Eng, 2019). In addition, economics students avowed that the ease of the online mode can also increase their confidence. This finding is supported by a study conducted by Rahayu (2022), suggesting that online peer feedback includes a simple function of online media to let the students feel at ease in this mode. According to her findings, the students belong to Generation Z, their commenting style is similar to what they have been doing on social media, which helps to defuse heated situations that arise in in-person conversations. Students can easily exchange information with their peers when they are curious or in need of assistance because it is so automatic, and they answer quickly. The students who received the comments also experienced it. The fact that the comments are directed at their peers may inspire the students to respond and look up the remarks made by their peers.

Moreover, it was also found in this study that online peer feedback not only enhances students' current academic performance but also prepares them for their future careers. In the field of economics, where rigorous analysis and clear communication are highly valued, the skills developed through the peer feedback process can be particularly beneficial (Simonsmeier et al., 2020). The result is consistent with a study conducted by Patchan and Schunn (2015) that emphasizes the benefits of peer feedback as a skill. They found that by producing feedback for their peers, students can develop objectivity about applying standards and improve their ability to reflect on their work. In the economic learning context, it can be assumed that peer feedback plays a significant role as well. The activity not only helps students improve their language skills but also fosters a sense of community and collaboration among learners. It is important to note that peer feedback varies depending on various factors, one of which is the medium used. Therefore, it's crucial to train students on how to provide constructive feedback and how to effectively incorporate feedback into their work online.

Furthermore, the research results showed that students viewed positively at every type of feedback given by peers online, such as focusing on essay content, organization, language, or mechanism. However, there seems to be a tendency in which comments on the content and organization of writing to be more focused than feedback on the type of language and grammar/ mechanism. The reason for this condition is that students think that vocabulary and grammar can be easily assisted by the online technology that is being applied. Various platforms make it easy to correct vocabulary and structures. This result is different from what was reported by Lin and Yang (2011). Instead, they found that students placed more emphasis on comments and feedback on vocabulary and grammar than on content or organization. They found the reason behind it through interviews that the students aimed to protect their peers from embarrassment.

Last but not least, this study reveals that students hope that writing activities provided with feedback by peers online will help them with their essay work in the future. Comments from peers online are always welcome. These results were confirmed to be similar to findings from several other studies. For example, Nicol et al. (2014) report that students have favorable opinions of peer feedback. The majority of students in their study had never participated in a peer-feedback exercise before, but after doing so, 86% said they had a good experience, and 79% said they would most definitely choose to participate again in the future. McCarthy (2017) also discovered that most students were open to receiving peer evaluation in the future. In addition, the students expressed greater support for future peer input in an online setting (92%), as opposed to an in-class one (67%).

Conclusion and Suggestion

From the results and discussion, it can be concluded that economics students view the use of online peer feedback positively in their English writing activities. Online peer feedback is considered a meaningful teaching instruction method, so it can provide a student-centered learning environment. This can increase students' activity and writing skills, especially in the context of English for economics. The use of strategy is also believed to increase students' self-confidence and the quality of the writing they produce. Students' expertise in operating technology makes it easy to give and receive feedback from peers. Furthermore, online peer feedback is considered very useful not only for handling writing assignments in current

academics but also in the future. English for Economics and other related specific purpose students is oriented towards future careers. For this reason, online peer feedback is a skill that they should have for tasks in a more real context. This research also reveals what types of students prefer online peer feedback. The tendency is confirmed that they prefer to focus on comments that review the content and organization of writing rather than sentence structure or mechanism in writing. Economics students also expressed that they expect the activities to continue to be used in performing their future writing tasks.

Eventually, it is expected that the results of this research can provide contributions and implications to the field of English language teaching in an economic setting. Teaching English in this context, in theory and practice, should position online peer feedback as an important element to optimize student writing activities. Not only in the economic field, these findings can also apply to other similar English language learning contexts.

Despite the proposed contributions, this research has limitations in several areas. Firstly, although it was stated at the beginning that peer feedback is assumed to be more effective or can be a complementary factor to teacher feedback, this has not been proven in the context of economic English teaching. Thus, it is recommended that further research study how the effectiveness of various types of feedback, from teachers and self-feedback, compares. Apart from that, this study only relies on the perspective of students who attended lectures; it would be decent for further research to involve lecturers and stakeholders to provide a broader view.

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