



Implementing Peer-Review to Support Business English Writing among EFL Learners

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ABSTRACT

This study examines the implementation of peer-review in developing Business English writing skills among undergraduate business students at Institut Desain dan Bisnis Bali. A mixed-method research design was employed involving 39 students enrolled in an English for Business course over one semester, with the course lecturer included as an informant. Data were collected through classroom observations, documentation of students' writing drafts and peer-review activities, and a perception survey using a five-point Likert scale. Qualitative data were analyzed descriptively to explore the peer-review process, instructional scaffolding, and student engagement, while quantitative data were analyzed using descriptive statistics and interpreted based on Koyan's (2012) perception criteria. The findings reveal that structured peer-review supports students' writing development by enhancing grammatical awareness, word choice, and active classroom participation. Quantitative results indicate very high student perceptions of teacher performance, with a mean score of 4.48, reflecting strong pedagogical, cognitive, and affective competencies. Addressing a research gap, this study situates peer-review within Business English instruction in a heterogeneous EFL classroom, an area that remains underexplored. The study contributes theoretically to peer-review pedagogy and practically by proposing a structured peer-review model that facilitates active learning and writing development in Business English contexts.

Keywords: *Business English; EFL Classroom; Mixed-Method Research; Peer-Review; Writing Skills.*

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INTRODUCTION

Education plays a crucial role in equipping students with the skills required to navigate the demands of the 21st-century workforce, particularly in fields that operate within global and innovation-driven environments (Yanti et al., 2025). In creative technology industries, English proficiency is increasingly essential as professionals are expected to communicate effectively with international clients, collaborate across borders, and engage with global markets (Barat et al., 2023). As technological advancement continues to reshape creative and digital sectors, higher education institutions are expected to prepare students not only with technical expertise but also with functional communication skills relevant to professional contexts.

English learning in higher education, however, extends beyond employability concerns. As the primary language of business, science, and technology, English serves as a medium for accessing professional knowledge and participating in international discourse (Fajaryati et al., 2020). Moreover, English instruction contributes to the development of higher-order skills such as critical thinking, adaptability, and problem-solving, which are central to innovation-oriented industries (Huy et al., 2024; Novia et al., 2024). Despite this importance, traditional classroom instruction often remains insufficient to develop functional communicative competence, particularly when learning activities are not contextualized to students' academic and professional needs (Budiman et al., 2023).

In the Indonesian EFL context, English learning is further complicated by uneven exposure and heterogeneous proficiency levels among students. This condition is particularly evident in Bali, where English usage is largely concentrated in urban and tourism-oriented areas, while students from rural regions have limited opportunities to engage with English in daily life (Putra, 2022). Preliminary observations at a Balinese university reveal that many creative technology students struggle with basic English communication and rely heavily on lecturer support, even for constructing simple sentences. These challenges are intensified by students' diverse educational backgrounds, resulting in significant proficiency gaps within the same classroom (Jon et al., 2021). Although Bali's creative technology sector is closely connected to international markets, existing English instruction often fails to adequately address the communicative demands of this industry.

While previous studies have emphasized the importance of English proficiency for career development and economic growth (Akther, 2022; Omar et al., 2023), empirical research remains limited in examining how English learning strategies function within Business English contexts characterized by heterogeneous EFL learners. Studies focusing on pedagogical approaches that actively engage students in writing development, such as peer-review, are still underrepresented in Business English settings. Much of the existing literature on peer-review in EFL writing has focused on general academic writing or relatively homogeneous learner populations, leaving a gap in understanding its role in business-oriented writing instruction involving diverse proficiency levels.

To address this gap, instructional strategies that promote active engagement, collaborative learning, and shared responsibility warrant closer examination. Peer-review, as a learner-centered approach, enables students to participate in evaluating and improving written texts while learning from peers with varying linguistic abilities. When integrated into Business English writing instruction, peer-review has the potential

to support not only language development but also analytical thinking and professional communication skills. However, empirical evidence examining this practice within creative technology programs in Indonesian EFL contexts remains limited.

Therefore, this study aims to explore students' perceptions of English learning within a Business English course, examine the challenges they encounter in developing effective written communication, and analyze the role of peer-review as a pedagogical strategy in supporting heterogeneous learners. By focusing on peer-review practices in a creative technology context, this research seeks to contribute to a more nuanced understanding of how collaborative writing strategies can enhance engagement, responsibility, and communicative competence in Business English classrooms, particularly within EFL settings characterized by diverse learner backgrounds.

METHOD

Study Site/Location and Participants

This study was conducted at Institut Desain dan Bisnis Bali, involving 39 undergraduate business students enrolled in an *English for Business* course. The course was delivered over one academic semester (approximately four months), during which students were engaged in developing business proposal drafts as part of their writing activities. The participants came from diverse educational and regional backgrounds, resulting in heterogeneous levels of English proficiency.

In addition to student participants, the course lecturer was included as a key informant to provide contextual insights into instructional design, peer-review implementation, and students' writing development processes. The lecturer's involvement enabled a more comprehensive understanding of how peer-review activities were structured and facilitated within the classroom setting.

Research Design and Methods

This study employed a mixed-method research design using a convergent parallel approach, in which qualitative and quantitative data were collected concurrently, analyzed separately, and then integrated during interpretation. The mixed-method design was selected to capture both the process and pedagogical dynamics of peer-review implementation (qualitative strand) and students' perceptions of instructional effectiveness (quantitative strand) within a Business English writing context.

The primary qualitative data sources included:

1. Classroom observations, focusing on peer-review activities, student engagement, and interaction patterns during drafting and revision sessions.
2. Document analysis, consisting of students' writing drafts, peer-review annotations, and instructional materials such as writing templates.
3. Lecturer input, used to clarify instructional intentions and the rationale behind the peer-review procedures.

The quantitative component consisted of a perception survey administered to all 39 students at the end of the instructional cycle. The survey employed a five-point Likert scale (1–5) to measure students' perceptions of teaching performance and instructional support during the peer-review-based writing activities. Purposive sampling was

applied, as all respondents were directly involved in the learning process under investigation.

A literature review was conducted to support the development of the conceptual framework and interpretation of findings. Rather than functioning as the main research method, the literature review served as a theoretical foundation to contextualize peer-review practices, process-based writing, and collaborative learning within EFL and Business English instruction.

To ensure data validity and credibility, the study applied content validity through expert judgment for the survey instrument, as well as data triangulation across observations, document analysis, survey results, and literature-based insights. Cross-validation among multiple data sources was implemented to minimize bias and strengthen the trustworthiness of the findings.

Data Analysis

Qualitative data obtained from classroom observations, instructional documents, and peer-review artifacts were analyzed using descriptive and thematic analysis. The analysis focused on identifying recurring patterns related to instructional scaffolding, peer-review mechanisms, student engagement, and writing development processes. Themes were derived through iterative comparison across data sources to ensure consistency and analytical rigor.

Quantitative data from the perception survey were analyzed using descriptive statistics, including mean scores for each evaluation criterion. Students' perceptions were interpreted using Koyan's (2012) perception criteria, which classify responses into five categories: very high, high, average, low, and very low. The perception scale was applied to assess instructional effectiveness across pedagogical, cognitive, and affective dimensions.

Cross-validation was employed by comparing qualitative themes with quantitative results to identify convergences and discrepancies between observed classroom practices and students' reported perceptions. This integrative analysis enhanced the robustness of conclusions and ensured that interpretations were grounded in multiple forms of empirical evidence (Diadi, Nurdin, & Gunawan, 2023).

Table 1. Perception Classification Criteria (Koyan, 2012)

Score Range	Category
$M_i + 1.5 SD_i < M \leq M_i + 3.0 SD_i$	Very High
$M_i + 0.5 SD_i < M \leq M_i + 1.5 SD_i$	High
$M_i - 0.5 SD_i < M \leq M_i + 0.5 SD_i$	Average
$M_i - 1.5 SD_i < M \leq M_i - 0.5 SD_i$	Low
$M_i - 3.0 SD_i < M \leq M_i - 1.5 SD_i$	Very Low

Where M_i represents the ideal mean calculated as $\frac{1}{2}$ (ideal maximum score - ideal minimum score) = $\frac{1}{2}$ (5 - 1) = 2, and SD_i represents the ideal standard deviation calculated as $\frac{1}{6}$ (ideal maximum score - ideal minimum score) = $\frac{1}{6}$ (5 - 1) = 0.67.

RESULT

Instructional Context and Writing Development Process

The English for Business course is a compulsory subject offered in the first semester at Institut Desain dan Bisnis Bali. As first-year students, participants came from diverse educational and regional backgrounds, resulting in heterogeneous levels of English proficiency. To address this condition, the lecturer implemented random pairing strategies to encourage interaction among students with different ability levels and to foster collaborative learning from the beginning of the course.

Writing instruction began with the introduction of a standardized business proposal template, which served as an instructional scaffold for students' writing development. As shown in Figure 1, the lecturer explained the structure and components of the template in detail, providing students with clear guidance on how to organize ideas, develop content, and structure their writing coherently. This structured framework helped reduce uncertainty during the initial stages of writing and enabled students to focus on idea generation and language use rather than struggling with text organization.

Following the template explanation, students were given approximately 30 minutes to produce an initial draft. This preliminary drafting stage functioned as a conceptual exploration phase, allowing students to brainstorm ideas, outline key points, and experiment with vocabulary and sentence construction. The draft was not intended as a final product but served as a foundation for further revision and development.

The drafting process continued across four instructional sessions, during which students progressively refined their writing. Throughout these sessions, the lecturer provided ongoing feedback and facilitated discussions to support content clarity, linguistic accuracy, and coherence. This iterative writing process encouraged students to perceive writing as a recursive activity involving drafting, feedback, and revision rather than as a one-time task.

Peer-Review Implementation and Student Engagement

Once students developed their initial drafts, peer-review activities were implemented to support revision and collaborative learning. As illustrated in Figure 2, students conducted peer revisions using digital screenshots that enabled them to annotate their peers' texts directly. This approach facilitated efficient feedback exchange through online platforms and allowed students to revise their work in a timely manner.

A color-coded feedback system was applied during peer review to enhance clarity and focus. Grammatical errors were marked in red, while citation-related issues were highlighted in green. This visual distinction helped students quickly identify different types of writing problems and prioritize revisions accordingly. Grammatical feedback commonly addressed issues such as subject-verb agreement, verb tense consistency, sentence structure, and punctuation, whereas citation feedback focused on referencing accuracy and source attribution.

Through repeated peer-review cycles, students became increasingly aware of common linguistic and academic errors. Reviewing peers' drafts not only contributed to improvements in the revised texts but also enhanced students' analytical skills and grammatical sensitivity through collaborative engagement.

Student participation throughout the course was observed to be consistently high, particularly from the initial meetings through the mid-term period, as shown in Figure 3. Attendance remained stable, and students actively engaged in drafting, reviewing, and revising activities. This sustained engagement was largely driven by the continuous requirement to improve writing based on peer and lecturer feedback, fostering a sense of responsibility and ownership over the learning process.

Quantitative Results: Students' Perceptions of Instructional Effectiveness

To complement the qualitative findings, a perception survey was administered to assess students' views on instructional performance during the peer-review-based learning process. The descriptive statistical results are presented in Table 2.

Criteria	Average Score
Knowledge	4.525
Teaching Method	4.450
Answering Question Ability	4.475
Creativity	4.500
Students' Care	4.450
Overall Average	4.48

The results indicate consistently high levels of student perception across all evaluated dimensions. The Knowledge criterion obtained the highest mean score ($M = 4.525$), followed by Creativity ($M = 4.500$) and Answering Question Ability ($M = 4.475$). The dimensions of Teaching Method and Students' Care both recorded mean scores of 4.450.

Based on Koyan's (2012) perception criteria, the overall mean score of 4.48 falls within the "very high" category. The relatively uniform distribution of scores across all indicators suggests that students perceived the instructional approach as consistently effective in supporting their learning during peer-review-based writing activities.

Qualitative Thematic Findings

A thematic analysis of classroom observations, instructional documents, and perception survey results revealed four interrelated themes that explain how peer-review practices influenced the learning process.

The first theme concerns structured scaffolding in writing development. The use of a standardized business proposal template provided students with a clear organizational framework, reducing uncertainty at the early stages of writing and allowing them to focus on idea development and vocabulary selection.

The second theme highlights peer-review as a mechanism for collaborative error awareness. The color-coded feedback system enabled students to distinguish between grammatical and citation-related issues, facilitating deeper awareness of writing conventions through peer interaction and repeated revision.

The third theme reflects active engagement through iterative writing cycles. Continuous drafting, peer feedback, and revision across multiple sessions encouraged learner autonomy and positioned students as active contributors rather than passive recipients of instruction.

The final theme relates to positive pedagogical perceptions of peer-review practices. High perception scores across all instructional dimensions reinforce the

qualitative findings, indicating that peer-review activities were well supported by effective teaching practices and positively received by students.

Taken together, these thematic findings demonstrate that the effectiveness of peer-review in the Business English context is not attributable to the activity alone, but rather to the integration of structured instructional guidance, focused feedback mechanisms, sustained student engagement, and supportive pedagogy. The results highlight peer-review as an effective approach for developing academic and professional writing competencies in heterogeneous EFL classrooms.

DISCUSSION

The findings of this study indicate that peer-review functions not merely as a text-correction technique in Business English writing, but as a pedagogical mechanism that mediates students' engagement, responsibility, and communicative competence in classroom interaction. This interpretation is consistent with previous studies showing that peer feedback in EFL writing promotes learner engagement and interactive meaning-making rather than serving solely as an error-correction activity (Saeli & Cheng, 2021; Saeed et al., 2018). This perspective is particularly relevant in EFL settings such as Indonesia, where the development of functional English competence often faces contextual constraints and uneven proficiency backgrounds (Zein et al., 2020). In the present study, repeated peer-review cycles appear to shift students' roles from passive recipients of teacher input to active participants who negotiate meaning, evaluate language use, and co-construct improvement strategies through structured peer interaction, a pattern also observed in peer-feedback-oriented writing classrooms (Lin & Yang, 2011).

The results can also be interpreted in relation to the broader relevance of English competence for professional and workplace communication. Prior studies emphasize that English proficiency plays a meaningful role in business communication effectiveness and career-related development (Agustina et al., 2024; Akther, 2022; Barat & Talukder, 2023). Within this context, peer-review becomes pedagogically significant because it provides learners with repeated opportunities to practice accuracy and clarity in writing, which are foundational to professional communication. Therefore, the value of peer-review in this study is not only reflected in students' classroom engagement, but also in its alignment with the communicative expectations surrounding business-related English use.

Another key interpretation concerns the role of instructional design in supporting heterogeneous learners. EFL classrooms in Indonesia commonly encounter diverse learner backgrounds and proficiency gaps, which often require deliberate scaffolding strategies to ensure that learning activities remain accessible and meaningful (Milal, 2021; Triastuti & Riazi, 2020). The template-guided writing process reported in this study can be interpreted as a structured scaffold that reduces cognitive overload and helps learners focus on producing coherent content, particularly when instruction is aligned with learners' varying needs (Pramerta et al., 2025). This approach is consistent with the logic of contextualized language instruction that seeks to connect language learning with practical communicative purposes. In a related Business English context, the development of business-proposal writing has likewise been shown to require

structured guidance and culturally responsive instructional support to accommodate learner diversity (Wicaksana et al., 2025).

From a skills-development perspective, the peer-review cycles observed in this study may contribute to broader 21st-century learning outcomes. English learning is increasingly linked with innovation-oriented competencies, including critical thinking, communication, collaboration, and creativity (Novia et al., 2024). Engaging in peer-review requires learners to interpret peers' texts, justify suggested improvements, and communicate feedback clearly, thereby fostering higher-order thinking and collaborative skills. Such processes reflect learning-oriented assessment practices in which giving and receiving feedback actively supports learning and reflection (Yan & Li, 2006). Moreover, previous research has demonstrated that peer-review in writing instruction enhances students' evaluative judgment and reflective awareness, reinforcing its role in developing transferable skills beyond language accuracy (Yalch et al., 2019). In this sense, peer-review can be interpreted as a practice that operationalizes 21st-century competencies within writing instruction, rather than treating these competencies as abstract learning goals.

The contextual relevance of this study is also strengthened by the Bali setting. Evidence suggests that English exposure and usage in Bali may be uneven across regions, contributing to learners' difficulties in using English confidently in daily interaction (Putra, 2022). Such conditions can intensify classroom heterogeneity and make writing instruction more challenging, particularly for first-year students. The peer-review approach, when supported by structured templates and teacher facilitation, may therefore function as a practical classroom strategy for increasing exposure to English forms and conventions in a supportive, low-stakes collaborative environment. This interpretation is in line with broader arguments that employability and workplace readiness are influenced by the quality of skill development opportunities provided through education (Fajaryati et al., 2020; Omar et al., 2023; Fridayani et al., 2022).

Taken together, these interpretations suggest that the effectiveness of peer-review in this Business English context is not attributable to the activity alone, but rather to the integration of structured instructional scaffolding, collaborative interaction, and sustained engagement supported by teacher facilitation. The discussion highlights peer-review as a potentially effective instructional approach for supporting academic and professional writing development in heterogeneous EFL classrooms, particularly when aligned with workplace-oriented English demands and contextual learner needs (Agustina et al., 2024; Zein et al., 2020).

CONCLUSION

The findings of this study demonstrate that structured peer-review plays a significant pedagogical role in Business English writing instruction within heterogeneous EFL classrooms. In line with the study's aim, peer-review was found to function not merely as an error-correction activity, but as a learning mechanism that fosters student engagement, responsibility, and communicative competence. Repeated peer-review cycles encouraged students to actively negotiate meaning, evaluate language use, and participate in collaborative knowledge construction, thereby addressing challenges arising from diverse proficiency levels.

Addressing the research questions, the effectiveness of peer-review in this context is closely linked to its instructional design. Template-guided writing and clearly defined feedback procedures served as scaffolding tools that reduced cognitive overload and enabled learners to focus on content development and coherence. These findings indicate that peer-review becomes pedagogically meaningful when embedded within structured guidance rather than implemented as an isolated classroom activity, particularly in Business English settings where communicative accuracy and clarity are essential.

This study offers novelty by positioning peer-review at the intersection of Business English instruction, heterogeneous EFL learners, and structured pedagogical scaffolding. While previous research has largely examined peer-review in general EFL writing contexts, the present findings highlight its adaptability to business-oriented writing demands. Practically, Business English lecturers are encouraged to design peer-review activities with explicit scaffolding, clear evaluation criteria, and iterative feedback cycles. Such practices not only support lower-proficiency learners but also promote critical thinking, collaboration, and transferable professional skills among all students.

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