Peer Feedback Uptakes and Outcomes across EFL Students' Proficiency Levels: A Study at Tertiary Education in Indonesia

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Peer feedback is a topic frequently studied in the area of English as a second or foreign language (ESL/EFL) writing. Many studies focused on the effect of peer feedback on students' writing ability. However, limited studies examined peer feedback uptakes and outcomes by considering sub-variables such as proficiency level. Therefore, this study aimed to investigate peer feedback uptakes and outcomes across proficiency levels. It involved 35 Indonesian EFL students who were divided into high and low proficiency students. These students attended three-session treatment in an Essay Writing class. The data were collected through essay writing tasks on the second and third sessions while in the first session, the students were trained to provide peer feedback. The results of the analysis by using Mann-Withney U test revealed that there was no significant difference in uptakes and outcomes performed by the students regardless of the different proficiency levels. The results also showed that between high and low proficiency students, there was a significant difference in the revision outcomes in which the low proficiency students produced more revision outcomes than the high proficiency students. In addition, there were significant differences in the attempted revisions and unsuccessful revisions between high and low proficiency students.

Keywords: EFL students, outcome, peer feedback, proficiency level, uptake, writing

INTRODUCTION

Peer feedback has attracted the attention of researchers and teachers in English as a second/foreign language (ESL/EFL). It relates to activities in which learners provide feedback for and receive feedback from their peers on their writing (Zhu, 2001; Liu & Hansen, 2002) by using their L1 or L2 (Yu & Lee, 2014; Williams, 2018). The feedback provided or received can be in the forms of corrections, opinions, suggestions, or ideas, and it can be given orally or in a written form. Thus, peer feedback is a two-way process in which students cooperate with the other. In second language/foreign language learning, peer feedback is more challenging for the learners as their linguistic proficiency is still developing (Cheng, 2019). It is also proven to have an exquisite

influence on learners' development and consciousness on the teaching and learning activities (Evans, 2013; Mercader et al., 2020) and have social, cognitive, and affective benefits (Pol et al., 2008; Lundstorm & Baker, 2009). Besides, peer feedback contributes to the improvement of students' writing quality through multiple reviews in the process of peer feedback. (Hu, 2005; Suzuki, 2008; Zhao, 2010; Diab, 2011; Moloudi, 2011; Stellmack et al., 2012; Zhao, 2014; Cahyono & Amrina, 2016;) and often leads to successful revision attempts (Zhao, 2010; Ruegg, 2015b).

In a heterogeneous writing class setting, which is often found in many parts of the world as in Indonesia, students' proficiency levels also need to be considered. This consideration is because the language proficiency of the students is proven to affect the process of peer feedback (Hu & Lam, 2010; Allen & Mills, 2014; Yu & Lee, 2016; Allen & Katayama, 2016; Hyland & Hyland, 2006; Lundstrom and Baker, 2009). Hyland & Hyland (2006) specifically argue that the effect of students' language is especially in recognizing the problems in their peers' writing and providing constructive feedback for those problems.

While the impact of learners' language proficiency on the process of peer feedback is widely studied (Hu & Lam, 2010; Allen & Mills, 2014; Yu & Lee, 2016; Allen & Katayama, 2016; Hyland & Hyland, 2006; Lundstrom and Baker, 2009), the difference in the uptake and outcome as a result of implementing peer feedback to different proficiency level remains untouched, which becomes the gap of the research. It needs to be considered that students from different proficiency levels may also uptake feedback differently and revise their work with different outcomes. Different results of uptake and outcome may be found if peer feedback is implemented to students with different proficiency levels and if the proficiency level of the peers is controlled. Referring to the gap, specifically, the statement of the problems in this research include: 1) Are there any significant differences in the uptakes and outcomes between students who received feedback from peers from different proficiency levels and the same proficiency levels?; 2) Are there any significant differences in the uptakes and outcomes between high proficiency students and low proficiency students who received feedback from peers from different proficiency levels?; 3) Are there any significant differences in the uptakes and outcomes between high proficiency students and low proficiency students who received feedback from peers from the same proficiency levels?

Literature Review

Peer Feedback Versus Teacher- and Self-Feedbacks

Recent studies comparing peer feedback, teacher feedback, and self-feedback revealed different results. Some studies on peer feedback and self-feedback suggested that peer feedback and self-feedback could serve different purposes. Peer feedback can provide opportunities for learners to discuss topics, contents, engage them in meaning negotiation, help them generate ideas, improve their grammar, and facilitate their writing development (Hu, 2005; Suzuki, 2008; Gielen et al., 2010a; Moloudi, 2011; Zhao, 2014). In comparison, self-feedback enables them to pay attention to language forms (Suzuki, 2008). However, Diab (2011), Stellmack et al. (2012), Cahyono and Amrina

(2016) found more substantial writing improvement on learners who were engaged in peer feedback.

Regarding the comparison between peer feedback and teacher feedback, it is revealed that learners tended to respond or adopt teacher feedback (Miao et al., 2006; Paulos & Mahony, 2008; Ferguson, 2011) that led to a more considerable improvement in their writing (Miao et al., 2006). Other studies, however, could not find any significant difference in learners' writing performance (Cho & Schunn, 2007; Hartberg et al., 2008; Gielen et al., 2010b). On the contrary, Zhao (2010) found that although the learners received more teacher feedback than peer feedback, only 58% of teacher feedback, in comparison to 83% of peer feedback, led to successful revision. Ruegg (2015a), additionally, suggests that it is necessary to focus the teacher feedback on grammar and content and peer feedback on organization and academic style. Overall, the findings indicated that EFL learners might benefit more from peer feedback than teacher feedback. In comparison, Birjandi and Tamjid (2012) found that learners who employed self-feedback, peer feedback, together with teacher feedback, made maximum improvement in their EFL writing.

Peer Feedback and Learners' Proficiency Level

In the implementation of peer feedback in English as a Foreign Language (EFL) learning contexts, learners' language proficiency needs to be considered. This is because the language proficiency of the learners may impact the peer feedback process (Hu & Lam, 2010; Allen & Mills, 2014; Yu & Lee, 2016). The difference in peers' language proficiency is considered to be an essential factor influencing the process (Allen & Katayama, 2016). It is believed that learners may not be able to recognize the language problem as well as rhetorical problems and provide constructive feedback for their peers (Hyland & Hyland, 2006). However, Yu and Lee (2016) found that even learners with low language proficiency can provide a range of feedback on various writing aspects that help their peers to enhance the quality of their writing. While Allen and Mills (2014) shows that in a cooperative learning low proficiency learners learn mainly from their group member, Yu and Lee (2016) find that they can also give a contribution in the peer feedback process. Lundstrom and Baker (2009) suggest that the low proficiency learners' positive attitude toward peer feedback helps them to get benefit from the peer feedback activity either as a feedback giver or a feedback receiver.

Peer Feedback Uptake and Outcome

The writing improvement depends on the learners' uptake process on the feedback given, whether it leads to successful or unsuccessful revisions. Uptake refers to learners' observable responses to feedback in which they attempt to correct the mistakes (Lyster & Ranta, 1997; Heift, 2004), while the outcome is the result of the response. Focusing on the uptake of peer feedback and teacher feedback, peer feedback was found to be more non-specifically uptaken. In contrast, teacher feedback was more often specifically uptaken, yet more frequent teacher feedback led to misunderstanding or unsuccessful revisions, whereas more frequent peer feedback led to successful revisions (Zhao, 2010; Ruegg, 2015b). An earlier study conducted by Lyster and Ranta (1997) examined

teachers' corrective feedback and learner uptake related to focus on form in four immersion classrooms at the primary level. They found that from all the feedback provided by the teachers, only 55% were uptaken, and only 27% of them were successfully uptaken. More expanded research was done by Ellis et al. (2001), by including a preemptive and reactive focus on form. They found that learner uptake appeared in 74% of the focus-on-form episodes (FFEs) from the observed classes, and 74% of them were successful outcomes. A study conducted by Loewen (2004) investigated the occurrence of uptake in meaning-focused second language lessons in a private language school for young adults in Auckland, New Zealand. The study also examined the characteristics of incidental focus on form predicted the uptakes and successful outcomes. The result of data analysis shows that from a total of 1,373 FFEs, uptakes occurred in 73% of the FFEs. From the chi-square analyses employed in the study, the results reveal that complexity, timing, and type of feedback are significant predictors of uptake and its success.

Regarding the classification of feedback uptakes, Lyster and Ranta (1997) categorize them into *repair* and *needs repair*. *Repair* refers to successful revision as the uptake of the feedback given while *needs repair* indicates that there was an unsuccessful attempt. Lowen (2004) then added a third category of uptake, namely *no opportunity*, which refers to no revision made as uptake attempt. In line with Lyster and Ranta (1997) and Lowen (2004), Ruegg (2015b) categorized uptake as *attempt, no attempt,* and *non-specific*. *Attempt* refers to any portion of revisions made on the writing which received feedback. *No attempt* refers to unrevised writing that received feedback. *Non-specific* category refers to non-specific revision on writing due to non-specific feedback given.

Lowen (2004) and Ruegg (2015b) separately divided the results of uptake into three outcomes: *misunderstood* (revision outcome which is different from the feedback intention), *unsuccessful* (revision outcomes which fail to attend the feedback), and *successful* (revision outcome which is in line with the intention of the feedback). Outcome refers to revision attempts. Loewen (2004) and Ruegg (2015b) classified outcomes into three categories: *misunderstood*, *unsuccessful*, and *successful*. The *misunderstood* outcome is revision outcome that is different from the feedback intention. *Unsuccessful* outcome refers to revision outcomes that fail to attend the feedback or fail to present the correct word/ phrase/ sentence as the result of the revision attempt. This kind of outcome may be caused by incorrect feedback provided and due to the insufficient knowledge of the writer so that he or she uptakes the incorrect feedback and result in unsuccessful revision outcome. *Successful* outcome refers to the result of a revision attempt that is in line with the intention of the feedback.

The Research Questions

This study aimed to investigate the differences between uptakes and outcomes of peer feedback across proficiency levels with the following research questions:

1. Are there any significant differences in the uptakes and outcomes between students who received feedback from peers from different proficiency levels and the same proficiency levels?

2. Are there any significant differences in the uptakes and outcomes between high proficiency students and low proficiency students who received feedback from peers from different proficiency levels?
3. Are there any significant differences in the uptakes and outcomes between high proficiency students and low proficiency students who received feedback from peers from the same proficiency levels?

METHOD

Research Design

In general, this study intended to investigate the differences in the learners' uptakes and outcomes of peer feedback by considering their proficiency level. Since it involved an attribute independent variable, which is the tendency of learners' uptakes and the outcomes, the present study employed ex post facto research design.

Participants

This study involved 35 undergraduate students of the English education program at a private College of Teachers Training and Education in Jombang City, East Java, Indonesia, who were enrolled in an Essay Writing class. The participants were chosen with a non-probability sampling technique. While there were six male (17.14%) and 29 female (82.86%) students in the class, the gender factor was ignored in this study. The students passed a writing proficiency test administered at the beginning of the study. The test and the scoring rubric were adopted from the *Cambridge English Proficiency* test of writing. The students' works were scored by two raters based on four aspects: content, communicative achievement, organization, and language. The results of the test were used to classify the students into high writing proficiency and low writing proficiency. The classification was done by determining the median of the scores to form two groups of data set. From the result of the classification, eighteen students were in high proficiency, and seventeen students were in low proficiency.

Treatment

Three sessions of 90 minutes each were used for this study. In the first session, the students were given tutorial and practice on providing peer feedback focusing on three aspects: content, vocabulary and language use, and convention. They were also involved in discussion, question and answer sessions, and consultation on the training topic to ensure that they know how to provide peer feedback.

In the second session, the students were asked to write an introductory paragraph of a topic they have chosen. The students were divided into two groups without mentioning their proficiency levels to avoid the feeling of inferiority or superiority. They were then asked to work with partners from different proficiency levels (high to low proficiency students and low to high proficiency students) to read and provide feedback on each other's writing. Then, they rewrote their revised introductory paragraph on a separate piece of paper and submitted their revision along with the original writing that contained peer feedback.

In the third session, the students wrote the body and concluding paragraphs to complete their essays. They were asked to exchange their work with their peers from the same proficiency levels (high to high proficiency students and low to low proficiency students). Then they revised their writing on a separate piece of paper and submitted their revision along with the original writing that contained peer feedback. Thus, all of the students received feedback two times: once from their peers from different proficiency levels and once from peers from the same proficiency levels. This means that each student submitted four works: original and revised works for the introductory paragraph and original and revised works for the body and concluding paragraphs. There were 118 works collected at the end of the sessions.

Instruments

There were two kinds of instruments used in this study, writing proficiency test and writing task. The writing proficiency test was adopted from *Cambridge English Proficiency* test of writing along with the scoring rubric. It was used to measure and classify students' writing proficiency into high and low proficiency. In order to get the data on students' uptakes and outcomes on peer feedback, an essay writing task was assigned to students. Since the data were in the form of frequencies of the uptakes and outcomes, a scoring rubric was not included.

Data Collection

From 118 works collected, 38 works were eliminated due to the incomplete sets, and 80 works were used as the data. The data consisted of 40 works containing feedback from students from different proficiency levels and 40 others containing feedback from students from the same proficiency level. The works collected were then evaluated, focusing on the uptakes and outcomes. The coding system proposed by Ruegg (2015) was used to classify the uptakes into threefold: attempt (A), no attempt (NA), and non-specific attempt (NsA). Figure 1 illustrates the examples of attempt and no attempt.
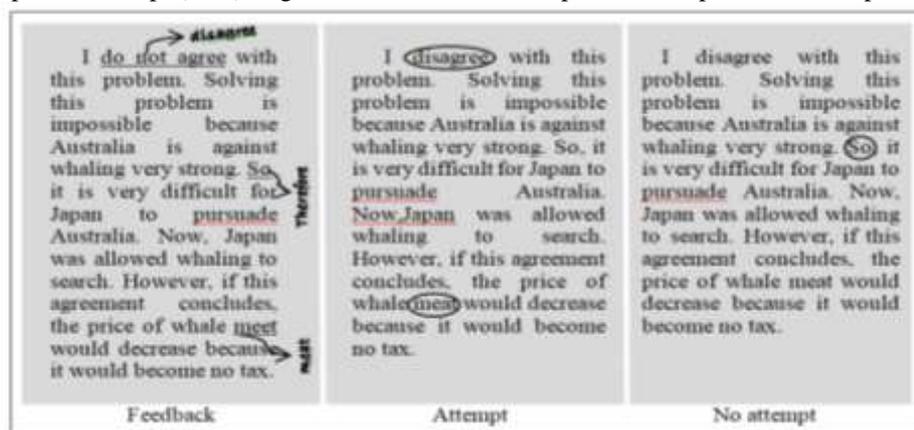

Figure 1
Attempt and no attempt

As illustrated in Figure 1, three direct feedbacks were provided for the words 'do not agree,' 'so,' and the miss-typed word 'meet.' The two feedbacks provided for the words 'do not agree' and 'meet' were attempted; however, no attempt was found in feedback for the word 'so.' Figure 2 shows examples of non-specific attempts.
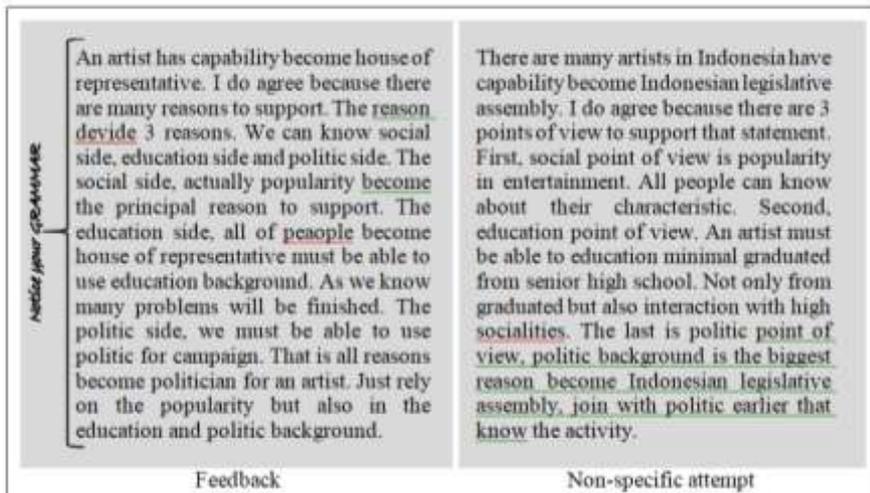
Figure 2
Non-specific attempt

Figure 2 shows non-specific attempts which were resulted from non-specific feedback given. This study also refers non-specific attempts to the revision of phrases or sentences. However, the revision made is not on the word in which feedback was provided. Figure 3 illustrates an example of this kind of attempt.
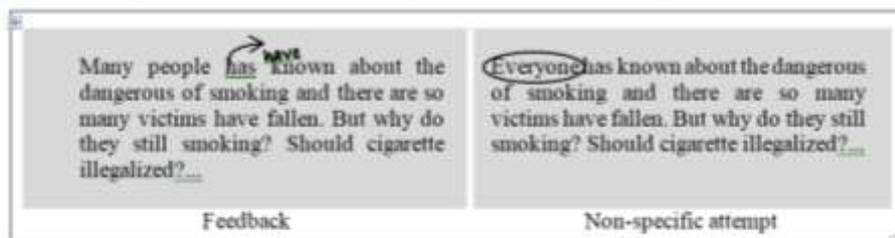

Figure 3
Non-specific attempt

As depicted in Figure 3, the feedback was provided for the word 'has' which does not match the subject-verb agreement. However, instead of changing the word 'has' into 'have,' the writer changed the subject into 'everyone' so that it matches the auxiliary 'has.'

Further, this study classifies the outcomes into three categories, as proposed by Loewen (2004) and Ruegg (2015), namely misunderstood outcome (MO), unsuccessful outcome (UO), and successful outcome (SO).

Data Analysis

The data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 23. Since the data were measured on an ordinal scale, a Wilcoxon Signed-Ranks test was used in the data analysis. It is to know whether there were significant differences in the peer feedback uptakes and outcomes of students who received feedback from peers from different proficiency levels and students who received feedback from peers from the same proficiency levels. In addition, the Mann-Whitney U test was used to get detailed information on the significant differences in the uptakes and outcomes between high and low proficiency students who received feedback from peers from different and the same proficiency levels.

FINDINGS

RQ1: Are there any significant differences in the uptakes and outcomes between students who received feedback from peers from different proficiency levels and the same proficiency levels?

The descriptive analysis of the data collected from Session 2 and Session 3 gives some information regarding the tendencies of peer feedback uptakes and outcomes. In Session 2, the students were received feedback from their peers from different proficiency levels, while in Session 3, they received peer feedback from the same proficiency levels.

The results of descriptive analysis from the two sessions are presented in Table 1.

Table 1
Uptakes and outcomes in session 2 and session 3

	Feedback received	Uptake			Outcome		
		A	NA	NsA	MO	UO	SO
Session 2	124	102	15	7	4	13	85
Session 3	123	109	14	0	9	6	94

Table 1 shows that in Session 2, 124 feedback uptakes were containing 102 (82.26%) attempts, 15 (12.09%) no attempts, and 7 (5.65%) non-specific attempts. From 102 attempts, 4 (3.92%) of them were misunderstood outcomes, 13 (12.75%) were unsuccessful outcomes, and 85 (83.33%) were successful outcomes.

A Wilcoxon Signed-Ranks test was employed to ensure that the uptakes and outcomes performed in Session 2 and Session 3 were significantly different. The result of the test is shown in Table 2.

Table 2
Wilcoxon signed-ranks test statistics

	A	NA	NsA	MO	UO	SO
Z	$-.057^b$	$-.765^c$	-1.604^c	$-.632^b$	-1.438^c	$-.573^b$
Asymp. Sig. (2-tailed)	0.954	o.444	0.109	0.527	0.150	0.567

The results of the test show that all of the significance values of the uptake categories (attempt, no attempt, and non-specific attempt) and outcome categories (misunderstood outcome, unsuccessful outcome, and successful outcome) are above the alpha value (0.05). It means that there are no significant differences found in the uptakes and outcomes performed in Session 2 and Session 3.

RQ 2: Are there any significant differences in the uptakes and outcomes between high proficiency students and low proficiency students who received feedback from peers from different proficiency levels?

Since the main focus of this study is on students' proficiency level, it is important to figure out more detailed information about the differences in the uptakes and outcomes across proficiency levels. To fulfill the needs, the Mann-Whitney U test was employed. First, the test was conducted to know whether there were significant differences in the uptakes and outcomes between high and low proficiency students who received feedback from peers from different proficiency levels (Session 2). A detailed descriptive analysis accompanied the Mann-Whitney U test revealed that out of 124 feedback received during the second session, 72 (58.06%) of them were provided for the low proficiency students while the other 52 feedbacks (41.94%) were provided for the high proficiency students. The feedback received also results in different uptakes and outcomes, as presented in Table 3.

Table 3
Uptakes and outcomes of high proficiency and low proficiency students in sessions 2

Session	Proficiency level	Feedback received	Uptake			Outcome		
			A	NA	NsA	MO	UO	SO
2	High	52	39	10	3	0	6	33
	Low	72	63	5	4	4	7	52
	Total	124	102	15	7	4	13	85

From 52 feedback received by the high proficiency students, 39 (75%) were attempted, 10 (19.23%) were not attempted, and 3 (5.77%) were attempted non-specifically. The outcomes consisted of 6 (15.38%) unsuccessful outcomes, 33 (84.62%) successful outcomes, and no misunderstood outcome. Unlike the high proficiency students, the low proficiency students tended to uptake most of the feedback they received. From 72 feedback, 63 (87.5%) were attempts, 5 (6.94%) were no attempts, and 4 (5.56%) were non-specific attempts. The interesting findings were also found in the outcome of low proficiency students. Their revision attempt resulted in 4 (6.35%) misunderstood outcomes that were done by the low proficiency students. Furthermore, 7 (11.11%) were unsuccessful outcomes, and 52 (82.54%) were successful outcomes.

More in-depth data analysis by using the Mann-Whitney U test revealed further about the difference on every criterion of uptakes and outcomes between high and low proficiency students. The results of data analysis are presented in Table 4.

Table 4
Mann-Whitney U test statistics of session 2

	A	NA	NsA	MO	UO	SO
Mann-Whitney U	39.000	32.500	44.000	31.500	48.000	38.000
Wilcoxon W	84.000	98.500	110.000	76.500	114.000	83.000
Z	-.811	-1.415	-.672	-1.971	-.142	-.885
Asymp. Sig. (2-tailed)	.418	.157	.501	.049	.887	.376
Exact Sig. [2*(1-tailed Sig.)]	.456[b]	.201[b]	.710[b]	.175[b]	.941[b]	.412[b]

a. Grouping Variable: proficiency
b. Not corrected for ties.

The significance values of attempt, no attempt, and non-specific attempt were 0.418, 0.157, and 0.501, respectively. All of the significance values were above the alpha value 0.05, which means that there was no significant difference in uptakes between the high and low proficiency students. However, the difference was found in the outcome, especially the misunderstood outcome. With the significance value of 0.049 which is below 0.05, the Mann-Whitney U test showed that there was a significant difference on the misunderstood outcome between high and low proficiency students in which the greater mean rank came from the low proficiency students (12.14) compared to the high proficiency students (8.50). Meanwhile, there were no significant differences in the unsuccessful and successful outcomes (sig. 0.887 and 0.376).

RQ 3: Are there any significant differences in the uptakes and outcomes between high proficiency students and low proficiency students who received feedback from peers from the same proficiency levels?

Another Mann-Whitney U test was conducted to know whether there were significant differences in the uptakes and outcomes between high and low proficiency students who received peer feedback from the same proficiency levels (Session 3). The results of the analysis on each category of uptake and outcome are presented in Table 5.

Table 5
Uptakes and outcomes of high proficiency and low proficiency students in sessions 3

Session	Proficiency level	Feedback received	Uptake			Outcome		
			A	NA	NsA	MO	UO	SO
3	High	37	32	5	0	2	0	30
	Low	86	77	9	0	7	6	64
	Total	123	109	14	0	9	6	94

From 123 feedback received, 37 (30.08%) of them were received by high proficiency students, and 86 (69.92%) were received by low proficiency students. Thus, as in Session 2, more attempts were performed by the low proficiency students. More specifically, high proficiency students had 32 (86.49%) attempts and 5 (13.51%) no

attempts. The low proficiency students had 77 (89.53%) attempts and 9 (10.47%) no attempts. However, there was no non-specific uptake in both groups. Furthermore, there was a difference in the outcomes between high and low proficiency students. High proficiency students had 30 (93.75%) successful outcomes, and 2 (6.25%) misunderstood outcomes and no unsuccessful outcome. On the other hand, the low proficiency students had 7 (9.09%) misunderstood outcomes, 6 (7.79%) unsuccessful outcomes, and 64 (83.12%) successful outcomes.

The difference of each of the criteria in uptake and outcome performed by high proficiency and low proficiency students in Session 3 was analyzed by using the Mann-Whitney U test with the following results.

Table 6
Mann-Whitney U test statistics of session 3

	A	NA	NsA	MO	UO	SO
Mann-Whitney U	24.000	40.500	49.500	46.000	31.500	28.000
Wilcoxon W	69.000	106.500	115.500	91.000	76.500	73.000
Z	-1.950	-.785	.000	-.352	-1.959	-1.656
Asymp. Sig. (2-tailed)	.051	.432	1.000	.725	.050	.098
Exact Sig. [2*(1-tailed Sig.)]	.056[b]	.503[b]	1.000[b]	.824[b]	.175[b]	.112[b]

a. Grouping Variable: proficiency
b. Not corrected for ties.

Unlike the finding in Session 2 in the criteria of uptake, the significant difference of attempt between high and low proficiency was found in Session 3 (sig. 0.051). In contrast, no differences were found in no attempt (sig. 0.432) and non-specific attempts (1.000). The different finding was also found in the outcomes. The significant difference was found in the unsuccessful outcome (0.050) instead of misunderstood outcome (0.725), as found in Session 2, which means that both of the groups have the same level of tendency in the misunderstood outcome. Additionally, the successful outcomes of high and low proficiency students were not significantly different (0.098).

DISCUSSION

The three questions put forward had successfully guided the investigation of uptakes and outcomes performed by EFL students when their peers gave them feedback. When trained to provide feedback for the writing works in the form of essays, students were able to provide feedback to their peers on the essays. Interestingly, the results of this study showed that there was no significant difference in the number of feedback given in Session 2 and Session 3. It indicates that working with a homogeneous or heterogeneous partner did not affect students' participation in the process of peer feedback. Further, the present study found that there was no significant difference in terms of the number of received feedback between high and low proficiency students, which means that students' proficiency level did not influence the number of feedback provided. These results were in contrast to the findings of Allen and Mills (2014) that showed a strong influence of the reviewer proficiency level in which reviewers with high proficiency levels tend to give more suggestions than reviewers with low proficiency. In other

words, regardless of the difference in the levels of proficiency of the students, both high proficiency and low proficiency students were willing and able to provide feedback. The finding seemed to be in line with the result of research conducted by Yu and Lee (2016), who found that the low proficiency students can also contribute to give feedback for their peers. This situation could also be an indicator that the peer feedback training, which was conducted in the first session, indeed supported the peer feedback process. More importantly, there was no significant difference in the way the feedbacks were uptaken either by the high or low proficiency students. While providing feedback was the training topic, uptaking feedback, however, did not include in the training. The insignificant difference in the feedback uptake between high and low proficiency students was probably caused more by their attitude toward the feedback than their proficiency levels. As suggested by Lundstrom and Baker (2009), the positive attitude of low proficiency learners toward peer feedback benefits them in giving and receiving feedback.

The findings of this study on the level of uptake of peer feedback are different from the previous findings by Ruegg (2015b). Ruegg found that students paid more attention to teacher feedback than peer feedback and that teacher feedback led to more revision attempts (mean score 0.8365 compared to 0.6686). Interestingly, this study found a higher level of revision attempts on peer feedback in both sessions. The students might not know that they have an option not to uptake the feedback if they feel that the feedback is incorrect, misleading, or not in line with their idea. The situation might also be caused by the type of feedback provided by their peers. Despite the difference in the proficiency level, most of the students tended to provide direct feedback, which was easier to be uptaken than indirect feedback.

Unlike Ellis et al.'s (2001) study that specified uptake as an optional move, which means that students may choose not to produce any uptake on the feedback, this study did not specify the option. This situation may lead to students' understanding that all feedback should be uptaken even if the feedback may be incorrect or misleading. The results of the descriptive analysis also revealed that high and low proficiency students uptake differently in which the low proficiency students tend to attempt more than the high proficiency students. It means that low proficiency students have a higher risk of uptake feedback that may be incorrect or misleading, and, as a result, the low proficiency students may have a higher tendency to revise their work unsuccessfully. It appears that the learners' proficiency level not only becomes the primary concern in providing feedback (Yu & Lee, 2016) but also becomes a major concern in uptaking the feedback. This finding contributes to the study on the impact of learners' language proficiency on the peer feedback process (Hyland & Hyland, 2006; Lundstrom & Baker, 2009; Hu & Lam, 2010; Allen & Mills, 2014; Allen & Katayama, 2016; Yu & Lee, 2016) as an additional result.

Furthermore, high percentages of successful outcomes were found in Session 2 and Session 3. From 102 attempts made by high and low proficiency students in Session 2, 85 (83.33%) of them were successful. While in Session 3, 94 (86.24%) of 109 attempts made by high and low proficiency students were successful. The findings corroborate

the findings of Zhao (2010) and Ruegg (2015) that peer feedback led to a successful outcome more frequently than teacher feedback.

A more in-depth analysis of the categories of uptake and outcome showed that not all of the received feedback were uptaken well. The availability of no attempt and non-specific attempts indicated that the students might not be fully aware of the intended revision, which result in no attempt and non-specific attempt. Moreover, the outcomes were not always successful. It means that misunderstood outcomes and unsuccessful outcomes were abound. Therefore, students need to be taught more intensively on how to write essays well by taking into account the components of writing to be assessed, such as content, vocabulary, and language use. Further, the application of peer feedback should be varied with the use of teacher feedback so that the students could learn better from the teacher feedback, the number of successful outcomes can be increased, and the students' mistakes could be reduced.

CONCLUSION

The different tendencies in uptaking feedback received from peers and the outcomes between high proficiency and low proficiency students lead us to the conclusion that in the implementation of peer feedback, students' proficiency level is an essential factor that should be considered. The low proficiency students have a higher tendency to uptake most of the feedback received and, unfortunately, also have a higher tendency to uptake the feedback unsuccessfully either because of a misunderstanding of the feedback or carelessness in revision attempt compared to the high proficiency students. For those reasons, several pedagogical implications need to be addressed. First, the teachers need to give more attention to low proficiency students without neglecting the high proficiency students' need. Second, Involving high proficiency students in providing feedback for their peers may give more benefits either for their peers, especially the low proficiency students, or for themselves. It appears that the feedback provided by the students might also explain the differences in the uptakes and outcomes. Thus, it is suggested that future researchers investigate more on the tendency of the types of feedback provided.

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