



## Exploring AI prompting and peer feedback in EFL paragraph writing

Moh. Hafidz\*)<sup>1</sup>, Mohammad Arief Wahyudi<sup>2</sup>, Mohammad Kurdi Wijaya<sup>3</sup>, Chairuddin<sup>4</sup>, Arfiyan Ridwan<sup>5</sup>

<sup>1</sup>STKIP PGRI Bangkalan, Bangkalan, Indonesia; [mohhafidz@stkippgri-bkl.ac.id](mailto:mohhafidz@stkippgri-bkl.ac.id)

<sup>2</sup>STKIP PGRI Bangkalan, Bangkalan, Indonesia; [arwah74@stkippgri-bkl.ac.id](mailto:arwah74@stkippgri-bkl.ac.id)

<sup>3</sup>STKIP PGRI Bangkalan, Bangkalan, Indonesia; [kurdi@stkippgri-bkl.ac.id](mailto:kurdi@stkippgri-bkl.ac.id)

<sup>4</sup>STKIP PGRI Bangkalan, Bangkalan, Indonesia; [chairuddin@stkippgri-bkl.ac.id](mailto:chairuddin@stkippgri-bkl.ac.id)

<sup>5</sup>STKIP PGRI Bangkalan, Bangkalan, Indonesia; [arfiyan.ridwan@stkippgri-bkl.ac.id](mailto:arfiyan.ridwan@stkippgri-bkl.ac.id)

\*)Corresponding author: Achmad Buchori; E-mail addresses: [mohhafidz@stkippgri-bkl.ac.id](mailto:mohhafidz@stkippgri-bkl.ac.id)

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**Abstract.** This study investigated the integration of Artificial Intelligence (AI) prompting with peer feedback in the development of paragraph-writing skills in an English as a Foreign Language (EFL) context. Carried out over a semester at a private university in Indonesia, the research involved 37 undergraduate learners. In most cases, learners responded to feedback without AI help and used AI without intervention. Interestingly, nine participants completed all the necessary tasks involving integrating AI with peer feedback in an EFL writing paragraph. Learners used AI to compare their own feedback and subsequently engaged in peer discussion before finalising the draft. Using a descriptive qualitative approach with thematic analysis, data were gathered through observations and questionnaires. The findings indicate that learners developed self-confidence in expressing their ideas through writing and became more self-reliant after completing paragraphs. The process also fostered natural collaboration,

although communication among learners remained limited. Learners were able to construct meaningful sentences using simple vocabulary. Additionally, the integration of AI-generated results, enhanced by personalised feedback, supported learning, fostered harmony among learners, and developed reflective skills.

## Introduction

Being able to write English paragraphs proficiently is one of the key attributes for success in the modern world, both academically and professionally. English as a foreign language (EFL) learners, however, find this skill to be extremely challenging. A substantial body of writing has documented the persistent English writing difficulties that learners face, including limited vocabulary, inadequate grammatical knowledge, and low motivation. For example, Aminah & Supriadi (2023) demonstrated the strong impact of vocabulary and grammar limitations on writing difficulty. This is reinforced by Teye & Mengesha (2024), who found that vocabulary and grammar were the most difficult components of English writing for the undergraduate population. Habeb Al-Obaydi et al. (2025) also support this by discussing the gap in grammar among EFL learners in Czech and the lack of English spelling and punctuation among EFL learners from Iraq.

These language barriers are shaped by multiple interconnected factors. In a study analysing 21 articles, [Hamdani & Abid \(2025\)](#) note that linguistic challenges are the most prevalent among writing difficulties, particularly grammar. Hence, English as a Foreign Language (EFL) learners worldwide face similar challenges in learning the technical aspects of writing, such as grammar accuracy, vocabulary choice, sentence structure, coherence, and mechanics. In most cases, these language problems become even more aggravating because learners have very little exposure to writing paragraphs and few opportunities for real written communication and practice in the classroom ([Arit et al., 2024](#)).

In addition to language barriers, learners face a range of cognitive, emotional, and sociocultural challenges. Writing anxiety is identified by [Hamdani & Abid \(2025\)](#) as a major affective challenge, and trouble with idea generation as a key cognitive one. This aligns with [Msuya & Abdala's \(2025\)](#) findings, in which learners' inadequate English language skills and apathy are identified as barriers to proficient writing. In the same way, [Chowdhury et al. \(2025\)](#) examined 300 learners and 15 faculty members and found challenges pertaining to motivation and resources, as well as conceptualisation difficulties. Learners pursuing a postgraduate degree face other challenges, including writing skills, literature review, research methods, and data interpretation [Zhang et al. \(2025\)](#), as well as training and practice in the essential stages of thesis writing ([Wen et al., 2025](#)). These studies highlight the lack of a strategic framework in education; with responsive strategies, writing abilities are compounded by motivation, instruction, and holistic support. To counter some of these problems, [Msuya & Abdala \(2025\)](#) advised the incorporation of communicative teaching techniques alongside an adequate supply of textbooks, while [Taye & Mengesha \(2024\)](#) emphasised dedicated.

To address the most pressing concerns, lecturers are increasingly adopting innovative approaches to improve writing instruction. One new development is the use of Artificial Intelligence (AI) in language teaching. Research by [Song & Song \(2023\)](#) has shown that AI positively impacts writing skills, motivation, and overall AI-assisted instruction. Learners using AI tools showed increased proficiency in organizational skills, coherence, grammatical accuracy, and vocabulary. This is further supported by [Etaat \(2024\)](#), who found that AI-based writing tools with Automatic Written Corrective Feedback (AWCF) improved the mechanics, lexis, and grammar of texts and sped up text generation. Despite these benefits, the lecturer worries about AI applications in EFL writing, as learners' reliance on and disinterest in AI prompting stem from plagiarism detection. In these cases, the learners who write a paragraph with AI prompting underestimate their own skills and neglect integrated aspects of writing. In contrast, learners who focus on their own skills and writing aspects struggle to develop their ideas into organized paragraphs, except when they receive structured guidance from the lecturer. However, this technique is inefficient and ineffective, especially in large classes.

Blending AI prompting with peer feedback in EFL paragraph writing creates a powerful way to enhance both form and meaning. As [Hyland & Hyland \(2019\)](#) point out, peer feedback helps students connect with a real audience and learn collaboratively, while digital tools can offer quick, focused support. AI prompting takes this a step further by providing personalised guidance, allowing learners to brainstorm, polish, and structure their ideas before sharing them with peers. The positive attitudes of both lecturers and learners towards AI in these studies indicate that these tools are increasingly becoming accepted as useful facilitators in the writing process. However, the adoption of AI tools is not without concerns. [Hien & Tolibovna \(2024\)](#) raise concerns about learners' over-reliance on AI content generation tools at the expense of their personal development. This underscores the importance of teaching methods that employ AI to bolster writing skills while safeguarding learners' autonomy. The research conducted by [Maleki \(2025\)](#) highlights the importance of blending digital tools with traditional methods to effectively tackle both emotional

and linguistic challenges. Therefore, Artificial Intelligence (AI) has significant potential to identify shortcomings in students' technical writing and to independently advance the writing classroom. Automated feedback across all aspects of writing allows AI tools to pinpoint and correct mistakes more quickly (Haryanto et al., 2026). Besides, AI might offer tailored help, leading to reflection, rewriting, and independent learning. Supporting learners to become confident, autonomous, and critical thinkers, AI not only enhances technical skills but also fosters students' general development as independent and motivated writers in the EFL Classroom.

One key aspect of effective writing instruction in English as a Foreign Language (EFL) is providing meaningful feedback and strategic support for learning. As Hyland & Hyland (2019) point out, both peer and lecturer feedback are essential for helping learners take control of their writing and boost their accuracy and communicative skills. While AI can provide automated and objective feedback, nothing beats the human touch that peer feedback brings - a collaborative and communicative element which is essential for language learning. Wei & Shin (2025); Jaya et al. (2025) highlight the importance of communication, peer support, and teamwork in navigating the challenges of EFL and ESL settings. This collaborative method can really help learners tackle writing anxiety and the struggles with generating ideas that Hamdani & Abid (2025) mention, as they can work together to develop their ideas and polish their language skills. Peer feedback not only promotes active engagement but also deepens learners' understanding of the writing process, as they must critically assess and offer constructive comments on classmates' work. This exchange benefits not just the person receiving the feedback but also sharpens the writing skills of the one providing it. As Manurung et al. (2024) emphasise, there's a strong link between language learning strategies, writing interest, and writing success.

The research showed that integrating AI prompting with peer feedback is a powerful approach to enhancing EFL paragraph writing. Merging AI prompting with peer feedback combines automated, personalised support with genuine audience interaction. Additionally, by using AI prompts to kickstart content creation or tackle surface-level mistakes, students can then dive into peer reviews to polish their organization, coherence, and tackle more complex issues like crafting effective thesis statements and developing ideas (Hadi et al., 2024; Hamdani & Abid, 2025; Song & Song, 2023). This balanced approach ensures that students reap the benefits of AI's efficiency while also nurturing their critical thinking and independence, ultimately helping them grow into skilled writers who can navigate vocabulary and grammar (Aminah & Supriadi, 2023; Maleki, 2025; Sumandya et al., 2026).

From this background, this study aims to explore the integration of AI prompting and peer feedback in EFL writing, with a focus on paragraphs. Therefore, the formulated question focused on how learners apply AI prompting and peer feedback effectively in EFL paragraph writing. We assumed that learners who combine AI prompting and peer feedback tend to demonstrate strong skills and use AI effectively in EFL paragraph writing.

## Method

### *Research Method and Design*

This study employed a descriptive qualitative research design with thematic analysis to examine English language learning strategies that leverage AI prompts, with the aim of enhancing learners' writing skills through effective paragraph development. Conducted over five months at a private university in Bangkalan, East Java, Indonesia. The research involved thorough observation and interviews of writing instruction practices that incorporated AI tools.

### ***Participants, Research Subjects, and Informants***

The participants were EFL learners; the research subjects were those who used AI prompting and peer feedback; and the informants exhibited a variety of access to and use of technology, which played a significant role in their embrace of AI tools during their writing endeavors.

### ***Sampling Technique and Sample Selection Criteria***

The sampling technique used in this research was purposive sampling. The samples were selected based on the research aims and the title, which focused on AI prompting and peer feedback in EFL paragraph writing. The selection criteria included learners' feedback on writing a paragraph without AI prompting, using AI prompting, neglecting their own writing skills, and writing a paragraph with their own skills and AI prompting.

### ***Location and Duration***

The research was conducted in the English Education Department of a private university in Bangkalan, East Java, Indonesia. This study was carried out over a five-month period, starting from January to May, 2025.

### ***Research Procedure***

The study was conducted in several stages: in the first month (Preliminary Observation), the researchers began by observing the learning environment, taking a close look at classroom settings, lecturers' level of involvement, learners' demographics, instructional materials, and the digital media used during writing instruction. In the second month (instrument development), relevant literature was reviewed to inform the development of the research instrument. We adapted a questionnaire from [Nicahati \(2019\)](#), which focused on peer feedback in English writing. In the third month (observation of AI-based strategies), attention was directed to writing activities that integrated AI prompting during peer-feedback sessions. We carefully noted how learners engaged with AI tools throughout the stages of planning, drafting, revising, and publishing. In the fourth month (data collection), a 13-item questionnaire was developed using Google Forms and distributed via WhatsApp, with participants given 15 days to respond. In the fifth month (data analysis and reporting), the collected data were compiled and analysed thematically, and the findings were subsequently reported in a research manuscript prepared for publication.

### ***Data Collection Techniques and Research Instruments***

To gather insights, the researchers used a questionnaire adapted from [Nicahati \(2019\)](#) to explore how learners utilise AI prompts during peer feedback activities. This tool delved into different phases of the writing process: planning, drafting, revising, and publishing. The distributed instruments in this study were organized into parts that included peer feedback with the help of an AI application, AI to brainstorm and organize ideas in EFL paragraph writing, steps to grasp the corrections that AI provided to peers, and a reflection session.

**Table 1.** Grid for questionnaires

No	Questions	Indicators
1	Have you ever tried giving peer feedback with an AI app?	AI experiences in peer feedback
2	Did you do any preparation before diving into that peer feedback session? If so, what kind of preparation did you do?	Planning before feedback
3	Have you ever spent about 5 minutes jotting down thoughts on a specific topic using an AI tool or something similar? If yes, which tool did you use?	AI usage to generate an idea

No	Questions	Indicators
4	Did you use AI to help you brainstorm and organise your ideas around a certain topic? If so, how did you go about developing and structuring those ideas?	To brainstorm and organise ideas
5	Were you ever tasked with writing a draft of at least 100 words by merging several ideas into a single, cohesive piece using AI? If yes, how did you approach writing the draft?	Draft to write with AI
6	Did you read through sample paragraphs and spot mistakes in grammar, spelling, prepositions, and mechanics with the help of AI? If yes, how did you identify those errors?	Identifying errors with AI
7	Were you able to fully grasp the corrections that AI provided? If not, what steps did you take to clear up any confusion?	To understand AI feedback
8	Were you ever asked to go over the feedback and make changes to your first draft? If so, which app did you use to share or receive that feedback?	To revise drafts with feedback
9	Have you had the chance to discuss a paragraph with your peers or in a group setting and provide feedback using a checklist or guidelines? If yes, give an example.	Discussion in peer and organised feedback
10	Did you get feedback from your peers to help you revise your first draft, and then create a final draft based on those revisions? If yes, which applications did you use?	Finishing a draft in peer feedback
11	Did you submit your final draft? If so, which application did you use for submission?	Process of submission
12	Did you take time to reflect on the materials covered in the first, second, and third sessions?	Process of reflection
13	How did you think about the feedback you received from your peers and the changes you made?	Process of reflection on feedback and revision

The instrument used in this research was the peer debriefing technique. The researchers discussed each question with some lecturers to gather suggestions and advice on AI prompting and peer feedback in EFL paragraph writing. To strengthen reliability, we used relevant and credible prior research with a similar research context.

### **Data Analysis**

The researchers analysed the data through thematic Analysis, following the framework set by [Braun and Clarke \(2019\)](#). The following table describes three components and their corresponding elements in the thematic analysis.

**Table 2.** Elements of Thematic Analysis

The Components	Corresponding Elements	Criteria
EFL Paragraph Writing	Providing meaningful and practitioner-oriented evidence about EFL paragraph writing within an authentic university environment.	Planning to brainstorm and organise ideas
		Drafting ideas to write with AI
		Discussing the paragraph with a peer and organising feedback
		Using AI to generate an idea

The Components	Corresponding Elements	Criteria
AI Prompts and Peer Feedback Usage	Identifying specific themes related to AI use and peer feedback at different times during the writing process.	Identifying errors with AI
		Understanding the results of AI and feedback
		Revising a draft with feedback
		Reflecting feedback and revising

The process included several stages. First, during the familiarisation stage, the researchers immersed themselves in the raw data derived from student responses and documentation, focusing on components aligned with the study's objectives. Second, in the coding stage, initial codes were created to highlight meaningful patterns of each component; Third, during theme development, these codes were organised into potential themes related to the roles of AI prompting and peer feedback in EFL paragraph writing. Subsequently, the themes were reviewed to ensure their consistency and alignment with the data. In the defining and naming stage, each theme was refined for clarity and coherence. Finally, in the reporting stage, the findings were interpreted by linking each theme to relevant evidence from the data.

## Results and Discussion

This study examines how digital tools and collaborative feedback can support learners' writing processes, encourage independence, and enhance the quality of their writing. Each theme is explored in relation to the study's research questions, focusing on practical applications for EFL paragraph writing and the changing role of AI in the writing classroom.

### *EFL Paragraph Writing*

At the beginning of the writing paragraph, the learner brainstormed ideas to identify a specific topic. She used words and phrases to search for related topics on digital platforms such as AI, Google Chrome, and YouTube. She took 5 minutes to browse her idea and found some appropriate words or phrases, as the following answer stated.

*"I also spent about five minutes jotting down words or phrases related to the topic using AI tools, often leaning on apps like Grammarly, Google Chrome, and YouTube to support".*

The data indicated that the learner needs access to digital platforms to explore ideas, although AI is most effective at answering her prompts. The other platforms needed to enrich ideas based on the selected words and phrases. Several aspects of writing were addressed in a simple sentence, like *"I have one mini pond in my home"*, which was transformed into *"I have one unique mini pond in my home"* to add a touch of precision and uniqueness. Then, Grammar Corrections – Subject-verb agreement was fixed in sentences like *"the light in the pond turns on"* to *"the light in the pond turns on."* This demonstrates a keen attention to grammatical accuracy and clarity, especially regarding singular subject-verb agreement in English. Concluding Sentences – Feedback encouraged simplifying the sentence structure while keeping the meaning intact, for instance, *"When night falls, the light in the pond turns on, making it a unique mini pond with fascinating features in my home."* These applications helped the learner write an effective paragraph, which is presented below.

### Mini Pond In My Home

I have one mini pond in my home. It is mini pond that made from cement. My mom change that ugly mini pond into a beautiful pond. The pond have many flowers on the side. It have a water machine that make bubbles for the fish. Beside that, it have a water filter too, the water not dirty. The pond have sixty fish. When night comes, the light in the pond turn on. So that, it can be a mini beautiful pond in my home.

### Image 1. A Mini Pond

The data showed that learners leveraged AI to quickly generate ideas, rephrase their writing, and create relevant sentence structures. They also made their writing more personal by incorporating keywords and prompt strategies that aligned with their goals. Learner emphasised the importance of using sources to foster critical thinking, illustrating how they blended AI assistance with their own independent reasoning (Widana & Ratnaya, 2021). They creatively harnessed AI to generate ideas, paraphrase, and structure their content, while infusing their personal insights. This is consistent with Chowdhury et al. (2025), who found that grammar and vocabulary challenges are prevalent in the early stages of content development. The push to think critically and personalise their work reflects. Etaat (2024) discovered that AI enhances mechanics and vocabulary. Hyland & Hyland (2019) highlighted the importance of critical awareness by actively questioning AI outputs, using feedback to enhance understanding, and leveraging technology to ensure accuracy and clarity. Furthermore, Khodabandeh (2024) emphasised the significance of metacognitive strategies in crafting well-developed process paragraphs. The research showed that AI use in EFL paragraph writing helps learners think critically and write quickly and systematically. AI applications support learners' self-confidence, help them express ideas in writing, and help them become self-reliant in composing paragraphs.

Besides, one informant shared that she was polite in her discussion, expressing her feedback explicitly and appreciating the feedback received. Another approach was to initiate the task by typing the title into the AI tool and observing the response before asking follow-up questions.

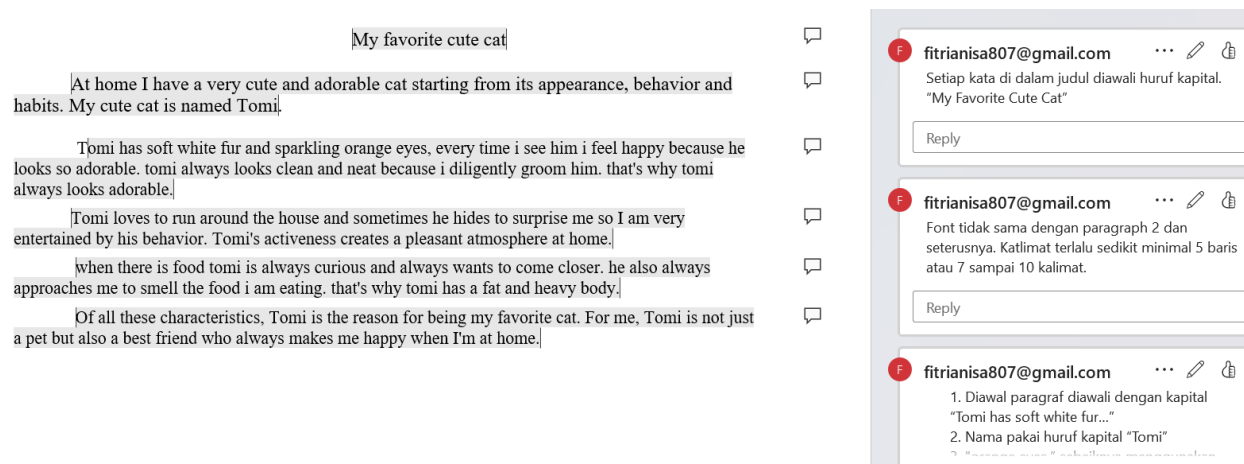


Image 2. My Favourite Cute Cat

During the drafting stage, informants utilised AI tools and supplementary applications to generate initial ideas. One informant spent time jotting down related words and phrases using tools such as Grammarly, Google Chrome, and YouTube. learners concentrated on fine-tuning the sentence structures while keeping the original meaning intact. One participant shared and modified sentence forms to boost clarity without changing the core ideas. Moving on to the editing stage, this phase

was heavily supported by tools, where learners used applications such as Grammarly, Quill Bot, and others to correct grammar and refine their writing.

The results of this study show a lively and ongoing interaction with digital tools throughout every phase of the writing process: brainstorming and organising, drafting, and discussion. This marks a noticeable shift from the old, linear approaches to more integrated, tech-savvy practices. During the planning stage, learners demonstrated thoughtful prompting behaviors, clearly articulating the goal of AI tools by searching for some keywords. This stands in stark contrast to Hadi et al. (2024)'s findings, which indicated that learners struggled with outlining and drafting their ideas. In this context, AI seems to act as a cognitive support system, helping learners plan and generate ideas more effectively. This idea resonates with Wu (2025) model, which suggests that planning is a recurring sub-stage woven into larger tasks. Additionally, the drafting stage showcased how learners utilised vocabulary-building resources such as YouTube and Chrome to enhance their content development. Hyland & Hyland (2019) claim that digital technologies make the writing process more visible and less linear.

Learners utilised those platforms to share their polished work, signalling the end of their writing process while also engaging in digital collaboration and archiving. This phase highlights the public and collaborative nature of writing, similar to the motivational influence of writing interest described by (Manurung et al., 2024; Hendra et al., 2025). Hyland & Hyland (2019) underscore that collaborative sharing and accessibility are easier, demonstrating how feedback and technology work together to foster polished, contextually relevant writing. The eagerness to share their work indicates a boost in confidence and digital skills. Therefore, the publishing stage represents a peak moment of digital learning and language production strategies.

The research found that learners need an AI application to write a paragraph that generates ideas on a specific topic and develops the topic through discussion. Then, peer feedback provides some corrections to revise paragraph organisation, vocabulary, structure, grammar, and clarity. Peer feedback encourages natural collaboration during comments and responses. The emotional collaboration created in this peer feedback is limited to the partner only due to limited communication among learners.

### ***AI Prompting and Peer Feedback in Paragraph Writing***

In this section, the learner generated an idea with some keywords. It was an exciting time where learner teamed up with AI to kick off their writing. Many of them approached the AI with a clear mindset and respect, starting with their topic and then engaging with the AI's suggestions.

*"I used some understandable keywords to write".*

From the data, generating an idea with AI involved selecting simple, familiar words to express his idea clearly, and an organisation was also established using coherent words or phrases. She often tweaked sentence structures while keeping the original meaning intact. learners engaged in a collaborative dance with AI, weaving in suggestions while still holding onto their unique voice. This interaction reflects Maleki (2025) call for a thoughtful blend of digital and traditional approaches to tackle emotional and linguistic hurdles. Likewise, Ismail (2025) pointed out that, despite its technical limitations, digital writing can be a game-changer for pre-service lecturers. The partnership between learners and AI here also resonates with Hien & Tolibovna (2024), who cautioned against becoming too dependent on technology but recognised the enhancements in coherence and fluency it can bring. Chidinma et al. (2025) found that the Process Writing Approach (PWA) significantly elevated learners' writing skills. The research found that the interaction between AI and learners breaks students' stagnation in finding specific topics of general

information from other applications, makes simple words meaningful phrases or paragraphs easier to develop, and helps learners detect unfamiliar words.

In identifying errors, learners really highlighted how vital it is to create effective prompts and grasp the feedback structure. Most learners concentrated on digging into their topics using Google and AI tools, while also getting a good handle on feedback. One learner pointed out that asking the right questions and providing constructive feedback was key, as illustrated in the following image.

Comment from Lulu

Feedback 🗨️ dari Lulu 😊 atas paragraf Anisa Fitri Ridwan 🙌 :

Paragraf tersebut memiliki struktur yang lengkap 🧠 👍 , diantaranya,

\* Topic sentence 😊 : " I have one unique mini pond in my home. "

\* Supporting sentence 😊 , (...)

\* Concluding sentence 😊 , "When night comes, the light in the pond turn on. So that it can be a unique mini pond with interesting things in my home." Mungkin dapat anda sederhanakan 🧠 menjadi. "When night comes, the light in the pond turns on, making it a unique mini pond with interesting features in my home." ✨

### Image 3. The Right Questions and Providing Constructive Feedback

The data focused on maintaining respectful, clear communication with the AI tools, particularly when setting expectations and expressing gratitude for the help. This friendly approach was key to fostering a collaborative relationship with the AI. They also took the first step in the writing process by entering the topic title and letting the AI generate a draft, which they could then refine with follow-up questions. In this stage, learners would enter a topic and let AI generate an initial draft. They engaged with AI in a respectful and purposeful manner, asking for more details when necessary, like organisation, accuracy, relevance, clarity, and accessibility. This aligns with Hyland & Hyland (2019) and Etaat (2024), who noted that AI tools sped up the text generation process. They operated AI to facilitate the early stages of content creation, enhancing their writing fluency and speed. However, contrary to concerns raised by Hien & Tolibovna (2024) about passive content generation, the findings reveal a more interactive process; learners were the ones driving AI responses, clarifying their intentions, and guiding the content's direction. This collaborative aspect also echoes Khodabandeh (2024)'s observations on flipped instruction, where learners actively engage with tools to achieve deeper learning outcomes. The research found that collaboration in peer feedback with AI yields interesting communication, with AI features not only facilitating the enhancement of writing skills but also supporting emotional expression through a variety of emoticons. These features reduce learners' anxiety when responding to the partner's feedback on paragraph writing.

Understanding AI results and feedback. This theme underscored the learners' knack for interpreting and clarifying AI responses. They frequently posed follow-up questions when they felt confused and sought out simpler explanations. The student even used the AI Content Detector to detect and refine artificial content. This demonstrates a critical awareness of how they process and validate AI-generated output. They also displayed a keen awareness when processing AI outputs, asking insightful questions and employing content detectors to verify originality. This is in line with Song & Song (2023), who noted learners' worries about the contextual accuracy of AI-generated content, and Hien & Tolibovna (2024), who emphasised the importance of critical engagement to prevent intellectual dependency. The ability to assess and validate AI-generated material also aligns

with [Venter et al. \(2025\)](#), who advocated for careful oversight when implementing AI feedback to maintain the integrity of learning. The research found that AI results present detailed answers to learners' prompts. Sometimes, learners get difficult words and sentences that are really hard to understand. They use the additional platforms to find the appropriate meaning and ask their peers before revising the draft.

After identifying errors and gaining an understanding, learners highlight the phrases or sentences with colour to easily revise a paragraph. The learner shows that feedback was accepted, refined, and developed into a good paragraph. It is described in the following Image 4.

My Cute Hamster Lyly

**I have one cute hamster. The name is Lyly.** I give her that name because she has white fur like lily flowers. Hamsters are nice pets. Many people adopt hamster because they are easy to take care. Hamsters have a short life, that's why people are sometimes lazy to take care of this pet. **I like my hamster because of the shape, the fur, and clean**

**There are several big hamsters, but I like Lyly because she has a tiny body.** It makes her so special with that shape. After that it is also very practical to take anywhere. I like to bring my hamster when I do not have friends to go out with. I usually put Lyly in a tiny bag. With that tiny, cute shape it can be easy for me to take her anywhere.

**My hamster has soft fur.** Lyly has bushy fur too. When night comes, my hamster elaborates her fur to protect from cold. In the morning my hamster places the fur as usual. But sometimes in the morning the fur does not place as usual and looks like a ball. The fur has function to herself for shield from cold atmosphere.

**My hamster always takes care of the cleanliness of her body and cage.** Lyly always clean herself with sand or licking her fur and feet. My hamster does not like her dirty cage either. She always pee and poop in hamster toilet. I trained her first because it can make me easy. My hamster is very clean and has no bad smell.

My hamster has a practice body. She is smaller than another hamster. I can take her anywhere I want. She has thick fur that makes her cute like a snowball. I like my hamster because she cleans herself with sand and licking. **My hamster is a good, trained pet too. That makes her cute, and I love my hamster**

**Image 4.** Learners Highlight the Phrases or Sentences with Colour

Revising a draft with feedback, learner made the most of various digital tools to polish their work. Tools like ChatGPT, Gemini, DeepL, Paraphrase online, Grammarly, and Thread were used in tandem. Each tool had its own unique role, from enhancing fluency and coherence to checking grammar, vocabulary variety, and paraphrasing accuracy. This phase showcases the iterative nature of writing, in which feedback and AI tools work together to elevate the text's overall quality. This phase of redrafting was a blend of technical assistance and content improvement. This aligns with the mechanics-to-meaning progression outlined in [Hyland & Hyland \(2019\)](#) and [Etaat \(2024\)](#), where the most significant gains were seen in mechanics and vocabulary, while cohesion and task organisation developed more gradually. The choices learners made in selecting tools indicate a growing digital literacy and a strategic approach to using AI, echoing the flipped and autonomous model described by [Khodabandeh \(2024\)](#). Furthermore, their ability to paraphrase and revise content demonstrates their active engagement, pushing back against [Hien & Tolibovna's \(2024\)](#) worries about becoming too dependent on AI.

Reflecting, their work was considered essential to improvement. Learners took the time to analyze feedback, compare drafts, and think about clarity, structure, and thematic consistency. They also applied what they learned to their own writing needs and broader contexts. Reflection proved to be a key theme, as learners took time to analyze feedback, revise their drafts based on what they learned, and apply those lessons to future assignments. This reflective process resonates with [Miller & Hulcup \(2025\)](#), who highlighted the importance of metacognitive growth and self-confidence in

academic writing. Hyland & Hyland (2019) suggest that reflection plays a key role in solidifying learning. Similarly, Manurung et al. (2024) discovered strong links between learners' interest in writing, their language learning strategies, and their success in writing paragraphs. Teye & Mengesha (2024) also support this idea, advocating regular self-assessment and progress tracking to foster ongoing improvement. The last was publishing, learners applied tools like Google Drive, WhatsApp, and editing platforms such as Grammarly and Humanize.io to polish and share their work. This final step in the writing process emphasises their ability to transition from drafting to submission, effectively integrating various technologies to share their creations.

The research showed that revision and reflection in peer feedback with AI combine the results of AI prompting with humanised colouring, which expresses the analytical, technical, and affective skills of paragraph writing. It means that reflective skills in peer feedback and AI prompting create harmony in learners' communication and improve paragraph writing skills, especially in terms of unity and coherence.

## Conclusion

There are some activities of AI prompting and peer feedback in EFL paragraph writing, including brainstorming and organising, generating, drafting, discussing, understanding, revising, and reflecting. These activities support the learners to write quickly and systematically, learners' self-confidence in expressing ideas in writing, and become self-reliant after completing a paragraph, to generate ideas for a specific topic, to provide some error correction, to revise paragraph organisation, vocabulary, structure, grammar, and clarity with discussion, to boost natural collaboration, and to have limited communication among learners. Additionally, AI prompting and peer feedback in EFL paragraph writing breaks the stagnation, makes meaningful sentences with simple words, detects unfamiliar words, additional platforms to maximize the results of AI prompts before revising the draft, combines between the results of AI prompting humanized by coloring the feedback, and creates a harmony among the learners with reflective skill, and improve paragraph writing skill, especially unity and coherence. For future research, it is recommended to conduct similar studies in different contexts related to AI prompting for EFL paragraph writing. Further research may focus on reflective strategy and AI prompting in EFL paragraph writing in a larger number of informants.

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