ABSTRACT

Peer feedback has gained much attention since its effectiveness in enhancing students’ writing skill. However, teachers have often encountered time limitation and large class during the writing process. Hence, online peer feedback could be a possible learning strategy that may be beneficial for students to increase their writing skill. The purpose of this study was to investigate students’ perceptions towards the use of online peer feedback in Writing for The Media Class. The subjects in this study were 40 students from four different Writing for The Media classes. They were given a questionnaire to test about the perceptions toward the use of online peer feedback. After gaining the questionnaire result, the writer chose five participants to be interviewed. The finding of the study had shown students believed that giving and receiving online peer feedback had several benefits. It was effective, flexible, and can also increase their writing and reading skill. However, most of students had lack of motivation to do online peer feedback because of its negative factors, which were about the unclear of friends’ comment and the technical problems.