STUDENTS’ PERCEPTIONS TOWARD THE USE OF ONLINE PEER FEEDBACK IN ‘WRITING FOR THE MEDIA’ CLASS

THESIS

Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan

ARAFAH MARUFIANA
112013085

ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF LANGUAGE AND ARTS

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2018
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Nama : Aratah Marufiana
NIM : 112013085
Fakultas : Bahasa dan seni
Judul tugas akhir : Students’ Perceptions toward the use of online peer feedback in Writing for the media class.

Pembimbing :
1. Anne I. Timotius, S.Pd. M.Ed.
2. Dr. Elizabeth Titik Muritsan

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Nama : Arafah Marufiana
NIM : 112013025
Fakultas : Bahasa dan Seni
Program Studi : PG1
Judul tugas akhir : Students’ Perceptions toward the use of online peer feedback in writing for the media class

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Arafah Marufiana

112013085

Approved by

Thesis supervisor

Anne I. Timotius, S. Pd, M. Ed.

Thesis examiner

Dr. Elisabet Titik Murtisari

iv
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Arafah Marufiana

Approved by
Thesis supervisor
Anne L. Timotius, S. Pd, M. Ed.

Thesis examiner
Dr. Elisabet Titik Murtisari
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Students’ Perception toward the Use of Online Peer Feedback in ‘Writing for The Media’ Class

Arafah Marufiana

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.

KEYWORD: writing for The Media, Online peer Feedback

INTRODUCTION

It cannot be denied that internet technology has been influencing many people around the world to access many kinds of information. Not only that, internet technology is being applied in the field of educational system. It can also be used as an effective method to deliver course content, online discussions, and share information (Schwartz, 2018, p.01). It means that, internet technology can be an alternative way for people that can be utilized to enhance professional skill and learning reference.

For instance, in English Language Education Program (ELEP) in Faculty of Language and Arts at Universitas Kristen Satya Wacana there is one of compulsory subjects which should be taken which is ‘Writing for The Media’ (WTM) class that has been using a blog for facilitating the writing activities. In the process of WTM class, the students not only post or
submit their works by using blog, but also get and receive peer feedback for their friends’ work. In order to create good final writing, students should pass several steps which are needed for students’ improvement of English writing skill. Moreover, feedback can also be beneficial ways which have influence the students’ writing improvement. Bijami, Kashef, and Nejad suggested that “peer feedback has come to take an important part in writing,” (2013, p. 92). However, in practice, there are two different types of feedback which are teacher feedback and peer feedback. Both of the feedback contain of several comments which can be about suggestions, compliments, and clarify mistakes.

Recently, ELEP is starting to use a new curriculum and WTM is one of the new classes offered. In this class, students will learn to “utilize technology in writing,” (Butler & Monda-Amaya, 2015, p.14). They also added other arguments that the use of technology can be an effective way for writing practice such as in drafting, editing, and publishing the writing product. In editing the students’ writing, WTM uses a blog to facilitate students to revise or edit the students’ writing from peer feedback which will be through online. Therefore, the writer comes up with the reason why the writer chose the topic students’ perceptions toward online peer feedback in WTM class because the writer has experience in giving and receiving peer feedback but it is not through online. Hence, the writer really wants to know more if the online peer feedback is working to influence students’ writing improvement or not.

The aim of this study is to investigate about students’ perceptions toward online peer feedback in WTM class since feedback is beneficial tool for students’ writing skill improvement. Thus, the writer comes up with the following question which is needed to be answered: What are the students’ perceptions toward the use of online peer feedback in Writing for the Media class? From the result of the study, the writer hope that it would be
beneficial reference for the reader to know the benefits of online peer feedback which will be working for influencing the students’ writing performance. As Ho and Savignon have mentioned in their article that because of time limitation, it is not easy for students to evaluate their peers’ works by face-to-face meeting in the class (Ho & Savignon, 2007; Ware & O’Dowd, 2008, as cited in Ciftci&Kocoglu, 2012, p. 64), thus there is an argument that it will be better the students to utilize a blog as a tool for the students to give and receive feedback anytime outside classroom (Bloch, 2007; Dippold, 2009; Ertmer, Richardson, Belland, Camin, Connolly, & Coulthard, 2007, as cited in Ciftci&Kocoglu, 2012, p. 64).

LITERATURE REVIEW

Writing for the Media

Zhang, Song, Shen, and Huang (2014, p. 670) found that blog has been commonly used as social communication in recent years in all over the world. Writing for the Media (WTM) will integrate a blog to facilitate the students’ writing activities. As Butler and Monda-Amaya (2015, p. 21) stated that digital media writing is a way for integrating the technology into writing which will be one of alternative and effective way of media writing. Thus, during this course, the students will be more often in using technology, such as blog for the writing activities. Through Writing for the Media, the students can learn how to develop some information into an article and also make feature article, (Turecek, n.d.). In this course the students also use blog to support their writing activities. Hence the students can share their writing products for online audience.
Peer Feedback

Looking at the students’ needs about improving their skills and performances, the students need a strategy for helping them to increase their skills and performance, such as peer feedback. Toping (1998, as cited in Gielen et al, 2010, p. 305) believes that peer feedback has significant influence for learning process. Then, peer feedback can also be a beneficial strategy to improve students writing skill. Not only improve the students’ writing, by giving and receiving peer feedback, students can also practice their speaking and listening abilities. Besides, students can practice their speaking and listening skill while they are discussing about the writing revision (Lee, 1997, as cited in Baker & Lundstorm, 2009, p. 31).

In addition, peer feedback has “learning benefits for the peer assessor,” (Gielen et al, 2010, p. 304). It means that, not only the peer who receive feedback that can get benefit from the friend’s feedback, but also the peer who giving the feedback will also get benefit because after giving the peer feedback, the peer assessor can also learn from the mistakes or ideas of the students which is being assessed to improve the skills and performances.

In the previous study, there are several theories concur that peer feedback is a strategy which can improve the students’ ability of creating a product. Nevertheless, the advantage of peer feedback has some limitations, as Liu and Hansen (as cited in Shi & Guardado, 2007, p. 443) pointed out that:

1. The behavior and participation in peer discussion can be influenced from students’ cultural background.
2. The students’ level of English proficiency can also influence the students’ ability in understanding the peer feedback.
3. Types of peer feedback, such as spoken peer feedback or face-to-face discussion, written peer feedback by using checklist or write comment in a text.
However, Hattie and Jaeger (1998, as cited in Hattie & Timperley, 2007, p. 102) assumed that peer feedback “provide reach learning opportunities for all students,” hence the limitations of peer feedback that Liu and Hansen said only a part of learning which can always be enhanced and improved by the students. According to Hattie and Timperley (2007) peer feedback is beneficial to minimize the students’ mistakes, develop the students’ understanding about the material, and get “higher confidence and greater investment of effort” (p. 102).

**Online Learning**

Recently, online learning is known as effective method of delivering course content. People can be easily access anything through online and flexible to get any information everywhere. The positive factors of utilizing online learning is also shown by Yang and Durrington (2010, as cited in Schwartz, 2018, p. 01). They conveyed that online learning cause students satisfactions about the convenience and flexibility to access any information or course content, easiness of access virtual library, and the effectiveness in peer interaction of a online learning discussion. These may lead to students’ positive perception toward the use of online learning.

However, there are some problems come up concerning to online learning which related to the technical problems. Students are usually confident and flexible while doing anything through online because they do not need to meet their peers in discussing about any courses. Nevertheless, when students meet some technical problems such as internet connection, it will cause frustration. As Yang and Durrington (2010, as cited in Schwartz, 2018, p.01) acknowledge that students tent to feel frustration when they face technical problem. By perceiving this theory, this can affect the students’ grade. For instance, when the students are late or cannot be submitted their work. Moreover, sometime students feel not so
important in the situation of online discussion. This kind of feeling emerge when a certain
students give the opinion in a discussion, but some other students do not pay attention or may
be not read the opinion because of any reasons. Yang and Durrington (2010, as cited in
Schwartz, 2018, p. 01) stated that one of negative factors around online learning is that, “the
lack of community and feeling of isolation”.

Online Peer Feedback

The use of technology has been commonly used in an educational field, such as the
use of online peer feedback in university writing classes (Shi & Guardado, 2007, p. 443). Looking at the aspect of practicality online peer feedback is more practical than traditional
written peer feedback because “student commentary can be transmitted electronically without
the logistical complications of copying and distributing papers” (Tannacito & Tuzi, 2002, as
cited in Shi & Guardado, 2007, p. 444). In the practice, online peer feedback can be
considered as a simple alternative strategy in doing peer feedback, such as giving and
receiving comment in a blog or other kind of computer technology. Students do not need to
distribute their comment in a paper and do face-to-face peer response to their friends.
Moreover, other researchers stated that through online peer feedback, giving and receiving
peer feedback is more efficient because the students do not need to come in the classroom to
do a peer feedback. (Lin, Liu, & Yuan, 2001; Liu, Lin, & Yuan, 2001, as cited in Liu & Lee,
2013, p. 187). Besides, Dannen (2005) also supported the use of online peer feedback by
giving a tip such as “an e-mail or discussion board is an easy way of exchanging written
comments”. In other words, peer feedback can be done by the students not only through
written or spoken direct comment in the classroom, but also students can receive and give
peer feedback online such as through e-mail or a discussion board. Therefore, online peer
feedback might be considered as an efficient way which can be beneficial for the students
because they can give or receive peer feedback everywhere as long as the students have an internet access.

**Previous Study**

The use of peer feedback in writing class can increase students’ ability in their writing skill. It also give positive effect that by using peer feedback, students can be actively involved in feedback process rather than passively rely on the teacher’s feedback. Other researcher also agreed that “Peer feedback not only provides opportunities to write in a meaningful context, but also brings a genuine sense of audience into the writing classroom,” (Liu & Hansen, 2002, p. 6, as cited in Ciftci & Kocoglu, 2012, p. 63).

However, there is a study shows that students have positive perspective toward the use of online peer feedback (Ciftci & Kocoglu, 2012, p. 61). Through online peer feedback, students can easily read and write their peer’s writing because it gives students sufficient time to read other’s writing, comments, and to revise their work. Ciftci and Kocuglu (2012, p. 77) also stated that students had better performance on their writing skill after they utilize a blog as online peer feedback.

**THE STUDY**

**Context of the Study**

By using a qualitative method, the writer conducted this research in English Language and Education Program, Faculty of Language and Arts, Universitas Kristen Satya Wacana, Salatiga, Central Java. The reason why the writer chose this department to be used as a research because recently was ELEP just started a new curriculum and Writing for The
Media (WTM) was one of the new classes offered. In WTM class, the students would learn how to write article, how to develop news to become an interesting news to be published, how to post the article in a blog or other social media, and how to give response to the other article in order to get better result or quality of the article. Moreover, some of the classes did the online peer feedback. Hence, the writer aimed to know the students’ perception toward online peer feedback in WTM class.

Participants

This study was collected the data from the participants who had experienced assessing and being assessed through online peer feedback, especially in Writing for the Media class. The participants were college students of English Department who took Writing for The Media course on Semester I 2016/2017 in English Language Education Program, Faculty of Language and Arts, Univeristas Kristen Satya Wacana Salatiga, Central Java. In order to gain the data, the writer used convenience sampling from four classes of Writing for The Media. The writer would ask about 40 participants and they were from 2013 batch and 2015 batch which from particular class. There were 12 males and 28 females from four different Writing for The Media classes who gave responses to the questionnaire. In order to gain more information, the writer chose 5 participants to be interviewed. The writer used purposive sampling because the selected participants were easy to contact and ask to do the interview.

Data Collection Instrument

In gaining the data, the writer used questionnaire which was divided in two sections. The first section was close-ended questionnaires and the second section was open-ended questionnaire. It utilized a likert scale with four options which were ‘strongly disagree’, ‘disagree’, ‘agree’, and ‘strongly agree’. Then, the close-ended questionnaire section
consist of several statements about students’ perceptions toward online peer feedback in the Writing for the Media class. Besides, in the open-ended section, there were three questions such as about students’ feelings in doing online peer feedback, the benefits of online peer feedback, and the drawbacks of online peer feedback. The reasons of choosing those types were because the writer wanted to know about the perceptions usually felt by the students while doing the online peer feedback.

Moreover, the writer conducted a semi-structured interview to explore the students’ perceptions toward online peer feedback and the writer expected that the interview would not be too formal, so the participants could answer and gave their response confidently and honestly. Then, by doing semi-structured interview the writer could ask follow up question to enrich the data (Cohen, 2006). The participants were allowed to answer the interview questions by using Indonesian because the writer wanted them to be free and explore their ideas in answering the interview questions. The five participants were selected to be interviewed because they were easy to ask and contact. Hence, after gaining all the data, the writer could assemble and analyze the data to develop the conclusion of this study.

**Data Collection Procedure**

The writer did a piloting to 17 students from Academic Writing class who had experience in giving and receiving online peer feedback due to measure questionnaire could get the expected answers. From the piloting, the writer noted several problems and things to consider. There were some students who found difficult words. It could make them difficult to understand the statements and decide the suitable answer to fill the questionnaire. Thus, the writer fixed the problem to make the questionnaire clear and understandable for the participants.
In order to collect the data, the writer asked for permission to the lecturers in four different classes. After getting permission, the writer asked 40 participants from four different classes to do the questionnaire. At the beginning of distributing questionnaire process, the writer conveyed the purpose of the writer’s research. The writer also explained how to response the questionnaire and asked the participants to answer honestly because this research would not affect their grade and kept as a secret. Then, all the questionnaire result was inputted into a table which had been prepared by the writer. After that, the writer made the result into a diagram to get clearer and easier to explain the result.

After getting a questionnaire result, the writer moved to the next process which was interview section. To test the interview questions, the writer asked a participant to be interviewed. After that, the writer found some important things which could be added as an interview question. Then, the writer selected five participants to be interviewed. In perceiving the interview questions, the participants were allowed to respond in Indonesian because the aim was to make students able to express their ideas freely. The interview section was done by phone because of time limitation. While the interview running, the writer recorded all parts of the discussion. The interview process took about 15 to 20 minutes long for every participant. By getting information after interview, the writer could assemble and compare the data from one to another participant.

**Data Analysis Procedure**

To analyze the questionnaire data, the writer classified the result into several themes and counted the percentage. To make the writer easier to analyze the data, the questionnaire result was putted into a diagram. Then, the writer explained the detail of the questionnaire result.
In analyzing the interview result, the writer made the transcript of the interview. Then, the writer transcribed the data by using clean transcription in which the writer only “focused on themes that could respond to the research concerns and evidence” (Chen, 2012, p. 53).

After read all the result, the writer underlined the ideas which consider as perceptions of the students toward online peer feedback in Writing for the Media Class. Hence, the writer determined the data in what theme was the answer belongs to.

Afterward, the writer explained and interpreted the ideas of the questionnaire and interview result. Moreover, in explaining the ideas, the writer also supported some participants’ statements.

FINDINGS AND DISCUSSIONS

Through this section, the writer will develop and discuss the findings of the research. The writer will convey two different points of view according to students’ perceptions toward the use of online peer feedback in Writing for The Media class. Every point of view will be explained by using table as a result of questionnaire section and added support statements from the questionnaire result.

Positive Factors of Online Peer Feedback

A. Technical Factors

This present findings discussed about the positive factors when students used online peer feedback in writing course, especially in Writing for the Media
Class. Students who had used this kind of peer feedback mostly believed that it was more time saving where they do not need to wait their friend’s comment in a class. Also, the other positive factor in online peer feedback was about the flexibility. Students can give or receive feedback in everywhere. However, it was indicated that students found unclear comment because of the friends’ hand writing was too messy or too small, so the peer feedback receiver could not read and understand the comment easily. Besides, students felt it was better to use online peer feedback because the comment was clear and easy to read. \textit{Figure 1} is the diagram of students’ perceptions toward the positive factors by using online peer feedback.

\textit{Figure 1: Students’ Questionnaire Response about the Positive Factors of Online Peer Feedback.}
a. Online peer feedback can be time saving

Students felt that online peer feedback could be time saving when they did not need to wait to receive peer feedback and spent time to write on comments in order to give peer feedback. Online peer feedback could be accessed anytime because the students did not need to spent time in a classroom. They could access the internet through sell phone, computer, laptop, etc. As long as they had internet connection it would be easy to do it. One of the participants stated:

Excerpt 1

“I can give comment anytime and have more time to think what suggestions or comments that I have to write” (P1/ translated by the writer)

Hence, it could be concluded that students felt that it would be easier when they use online peer feedback because they could give or receive feedback anytime. Moreover, students did not need to feel in hurry because of their friend waited for the comment in a classroom. Besides, students could have more time to criticize their friends’ work, so they could give a beneficial and proper comment to their friends.

b. The flexibility of giving online peer feedback

As a result in the diagram above, it can be shown that the number of students’ perception about the use online peer feedback is mostly ‘agree’ because of the flexibility. They can give and receive online peer feedback everywhere. Recently, students feel it is better to utilize technology because of the flexibility and easiness to access all the online course or information through internet. It can be supported by the opinion from one of the participants.

Excerpt 2 & 3
“I can maximize the technology” (P2/translated by the writer) 
“It is flexible to do peer feedback when I utilize the technology” (P1/translated by the writer)

From the statements above, participant 1 and participant 2 have similar point of view about the utilizing of technology. Because of that, students can get flexibility to access anything through online. In this case, students can both receive and give online peer feedback flexibly. They can give and receive comment or suggestion of their work anywhere. Not only that, students also can access any information concern to their course through online.

c. Students can get clear comments

The amount of ‘agree’ is dominated and more than the other. It can be conclude that giving and receiving online peer feedback is more beneficial for the students because they can be easy to understand all the comments and suggestions from their friends. It is because the students can get clear comments on web or application which the course used. Instead, students feel confuse about their friends’ hand writing because they cannot read clearly. It causes misunderstanding and lack of motivation to read the comments.

B. Increase students’ skill

By giving and receiving online peer feedback, students assume that these activities can increase their writing skill. While students have to give comments and suggestions, they will try to make their friends’ work better according to their opinion. They also develop useful comment for their peers to build a better revision of their work. Sometimes, when students give feedback, they also criticize the grammatical errors.

In addition, by giving and receiving online peer feedback, the students can also learn about how to read critically. Hence, by this activity students can get benefit which is
increasing the students’ critical reading. Significantly, before students give comments to their peers, they need to read all the students’ work. Thus, they can get increase critical reading. Figure 2 shows that online peer feedback can increase the students’ skill of writing and reading.

Figure 2: Students’ Questionnaire Response That The Use of Online Peer Feedback Increase Students’ Skill.

![Bar graph showing students' responses to the use of online peer feedback to improve critical reading and writing skills.]

**a. By giving peer feedback, students can increase critical reading**

The evidence has shown students mostly agree with the statements that they can increase their critical reading to produce a critical feedback for their friends. By giving online peer feedback, students can pay more attention in some points in the peers’ work. It means, students have to read critically to look at the friends’ work which one is important to follow or something which have to ignore for better writing result. The data shown that participant 3 felt his reading skill was better because of giving online peer feedback.

Excerpt 4

“I can get better reading skill when giving comment to my friends” (P3/translated by the writer)
By reading the peer’s work, students can also criticize several points. If they find mistakes on the peers’ work, they can also be careful with their own work. They have to pay more attention with something can be learnt from the peer’s work. As Gielen et al (2010, p. 304) reported that giving peer feedback has “learning benefits for the peer assessor”. It means that by giving online peer feedback, students can get advantage. For instance, students can ignore the mistakes and follow good ideas in the peer’s work to improve their writing.

b. Receive and give online peer feedback can increase students’ writing skill

Giving and receiving online peer feedback is one of ways to increase students’ writing skill. Besides, it is also beneficial to minimize students’ mistakes, develop understanding about the material, and get “higher confident and greater investment of effort,” (Hattie & Timperley, 2007, p. 102). The writer comes up with this statement because students can get some ideas when they give or receive comments from their friends work. Those ideas can be from the comments, suggestions, content, and language use in peer feedback. The data have shown that 25 participants agree that giving and receiving online peer feedback can increase their writing performance. Students can improve writing skills when the peers give suitable comments for their work. For instance, when the students get comment about how to give suitable transition, or correct the grammatical mistakes. Not only the feedback receiver who will get the benefit, but also the feedback giver. The feedback giver can learn from the friends’ mistakes. Hence students can avoid the grammatical and some other mistakes such as dictions or language use.
Negative factors of online peer feedback

Although there are more benefits that students can get from receiving and giving online peer feedback, students also had several problems related to the internet connection when they had to send or receive feedback through internet. Figure 3 is the diagram which shown students’ negative reaction to online peer feedback.

Figure 3: Students’ Questionnaire Response about the Negative Factors Of Online Peer Feedback.

Students felt lack of interactions when they did online peer feedback. If they find something difficult while correcting the friends writing, they do not easily ask their friends’ help.

Moreover, more students prefer to do offline peer feedback to ignore several technical problems, such as internet connections. Sometimes, students are difficult to start what comment they should give, whether they should comment about the content, the grammatical errors, language use, or about the structure. There had been experience from participant 1 when they use online peer feedback.
Excerpt 6

“...when I have done my corrections, suddenly the file cannot be sent because of poor internet connection” (P1/ translated by the writer)

From the statements above, it can be seen that students feel worried if they cannot do their work and it can affect their grade because of internet problem. Significantly, almost all the participants’ statements are the same. They are lack of motivation to do online peer feedback if they find internet trouble.

CONCLUSION

The aim of this study is to perceive students’ perceptions toward the use of online peer feedback in Writing for The Media class. In this study, the writer two different points of view about the students’ perception toward online peer feedback. The writer divides into the positive factors of online peer feedback and the negative factor of online peer feedback.

First, the writer finds some positive factors by using online peer feedback. In this section, the writer defines this into two themes. The first is classified in the technical term. The positive factors that the students feel when they use online peer feedback are effective, flexible, and can get clear comments. The students assume that it is effective because they can give or receive feedback through online, they don’t need to meet their friends, and the can give comment anytime. Moreover, it is also flexible when the students do the online peer feedback because they can do it everywhere. As long as the internet is provided, they can easily access all through online. Besides, students can get clear comment because they do not need to receive hand writing feedback which is sometime not clear enough to read. Hence, it can cause misunderstanding and difficulty to understand what the comments are about.
In addition, students can also increase their writing and reading skill by giving or receiving online peer feedback. In order to find the weaknesses and give suggestions to friends' work, the students need to read carefully. Thus, they can criticize the friends’ work by giving comments or suggestion. That is why, by doing this activity students can increase their reading skill. Also, by looking at friends’ work, students can increase their writing performance because they can learn something, such as content or language use in the friends’ work. Then, students can pay attention about some points that can be followed or ignored.

Second, receiving and giving online peer feedback have negative factors. Almost all students agreed that the most common problem is about internet connection. Sometimes, when students wanted to send their comment, the file cannot be send because of error internet connection. Besides, the use of online peer feedback can cause lack of interactions between peers. Students are difficult to ask to their friend if the comment they get is not understandable.

By perceiving from this whole study, the writer comes up with some ideas. First, when online peer feedback should be provided in the Writing for The Media class, this activity should be done in a classroom process and it is also supported a proper internet connection. The writer thinks that it will be a beneficial way to overcome the drawback of doing online peer feedback in Writing for The Media class. Second, to ignore students’ misunderstanding with peers’ comment, the lecturer can provide feedback sheet which contain template or table. The template or table feedback is about the classification of the feedback. It can be about the language, content, grammatical error, or the sequence of students’ work. Thus, the students only need to put score on the feedback classification.
Nevertheless, the limitation of the study is that this study cannot be generalized to all contexts. This study was only in the scope of students’ perceptions toward online peer feedback in Writing for the Media class. For the further research, it is suggested to conduct other context of this study. Besides analyze students’ perceptions, the next study can also investigate teachers’ perceptions toward online peer feedback in Writing for The Media class. Hence, the result can be compared between students’ perceptions and teachers’ perceptions toward online peer feedback in Writing for The Media class.
REFERENCES


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Dear participants,

My name is ArafahMarufiana. I am now doing my research for my thesis about students’ perceptions toward the use of online peer feedback in Writing for The Media class. I would be very grateful if you would kindly answer this questionnaire honestly. Your response to this questionnaire will be treated confidentially and will not affect your grade. Thank you for your cooperation.

Student number:
Age:
Gender: Male / Female (circle accordingly)

Note:

Strongly Disagree: SD; Disagree: D; Agree: A; Strongly Agree: SA

Read the statements below and put a cross (x) to the appropriate answer.

1. Do you use peer feedback in Writing for The Media class?
   a. How often do you receive peer feedback in Writing for The Media class?

2. Do you use online peer feedback in Writing for The Media class?
   a. How often do you receive online peer feedback in Writing for The Media class?

<table>
<thead>
<tr>
<th>No.</th>
<th>STATEMENT</th>
<th>SD</th>
<th>D</th>
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<tbody>
<tr>
<td>3.</td>
<td>Online peer feedback can be time saving</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td>Through online peer feedback I can give comments to my peers’ work everywhere</td>
<td></td>
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<tr>
<td>5.</td>
<td>Online peer feedback help me to provide more critical feedback</td>
<td></td>
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<tr>
<td>6.</td>
<td>Online peer feedback can increase the interaction between me and my</td>
<td></td>
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</tbody>
</table>
classmate

7. Through online peer feedback activities, I can receive a clear comment
8. Online peer feedback is a good way to improve my writing revision quality
9. I can immediately receive feedback from online system
10. Online peer feedback is more effective than the offline (paper-based) peer feedback

<table>
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<tr>
<th>No.</th>
<th>STATEMENT</th>
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</thead>
<tbody>
<tr>
<td>11.</td>
<td>I like receiving online peer feedback</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>13.</td>
<td>I like giving online peer feedback</td>
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</tbody>
</table>

1. What do you feel when you are doing online peer feedback?
2. What are the benefits of online peer feedback?
3. What are the negatives of online peer feedback?

If I need more information on your questionnaire, can I contact you for an interview?

**Yes / No** (circle one)

If you say yes, complete the following information:

Name: 
Phone number: 
E-mail: 

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APPENDIX 2
(Interview)

Interview session

Name: MS

R : Hai. Saya arafah, boleh minta bantuannya ya MS. Saya punya beberapa pertanyaan mengenai penggunaan online peer feedback di kelas Writing for the media. Santai aja, trus jawabnya sejujur mungkin ya.

MS : ok, kak.

R : sebelumnya udah pernah menggunakan online per feedback di kelas writing for the media? Menurutmu gimana penggunaannya?

MS : iya kak. Menurutku itu bisa buat kasi feedback ke temen kan, jadi aku bisa belajar dari kesalahan dari komen temenku, juga bisa memanfaatkan teknologi.

R : biasanya jenis feedback apa yang digunakan di kelas ini? Menurutmu gimana MS?

MS : seringnya sih pake online peer feedback, tapi biasanya males kak, soalnya aku ga terlalu sering internetan. Kadang juga males baca, bacanya ngasal aja si gak secara detail gitu soalnya kan ga dimonitor secara langsung sama dosen.

R : biasanya menerima feedback dalam bentuk apa MS? pendapatmu gimana sih?

MS : bisa dapet sran dari temen gitu, kurangnya apa, harusnya kalimat ini gimananyaa, gitu kak, emmmm, trus ngebantu juga sih jadi increase wrting ku. Kadang kesalhan yang aku ngga sadar temenku bisa tau.

R : emmmm gitu ya MS. Itu kan buat kamu yang nerima online peer feedback, kalo km yang harus kasi feedbacknya gimana? Trus menurutmu kalo kaya gitu gmn?

MS : kalo aku yang harus kasi feedback sih biasanya aku bacanya scanning aja, trus coba ngoreksi grammar nya yang sebisa aku aja tapi kak. Trus kasi suggest sama komen tentang bahasanya atau konten di writingnya gimana. Menurutku kadang aku merasa bangga gitu loh ka, dosen kok percaya muridnya buat ngoreksi sedangkan kan kita masih belajar juga pengetahuan masih kurang.

R : oiy MS giman menurutmu sih kalo online peer feedback itu juga bisa meningkatkan writing skill kamu? Untuk yang menerima feedback gimana, trus untuk yang kasi feedback menurutmu gimana.

MS : kalo pas aku yang kasi feedbacknya sih, biasanya aku liat punya temenku ni ya ada point penting apa itu yg di writing ku masih kurang-kurang. Kaya terinspirasi dari kerjaan temen ka.
Kalo pas yang aku nerima feedback itu kaya aku diingetin kesalahanku apa kurangku apa di writingkuki ini. Jadi dua duanya sma ajya bisa increase writing aku juga kak.

R : bagaimana bisa online peer feedback bisa bantu kamu pas revisi writing kamu?

MS : ini bisa membantu memperbaiki hasil writingku nanti sih. Secara grammar, bahasa, dll.

R : ada kesulitan ga sih selama kamu menggunakan online peer feedback? bisa sebutkan apa aja ya, dalam kamu menerima dan juga pas member feedback.

MS : pas aku yang nerima gitu, kadang aku bingung sih kak sama komen temenku. Aku rasa ini udah n=bener kok disalahin gitu.

Kalo aku yang ngasi feedback kadang aku kurang yakin sih kan aku masi belajar jadi masi ngrasa kemampuanku buat ngoreksi itu masi kurang. Kerjaanku aja masi salah salah malah disuruh ngoreksi.

R : ada kesulitan ngga pas kamu harus hapes harus revisi menggunakan online system? Trus kamu ada strategi ga buat mengatasi masalah itu?

MS : koneksi internet pas buruk gitu, bacanya kurang leluasa waktuya kan cma dikit, kadang mau ngirim pmalah gabis ke kirim file nya. Paling cara ngatasinnya ya aku bilang kalo aku Tanya sama temen. Trs cepet cepet kasi feedback lari ke warnet

R : kamu ngerasa kalo kamu pede ga menggunakan online peer feedback? coba kai alasannya.

MS : aku ga percaya diri sish kak, orang aku ajya masi banyak kurangnya.

R : kalo koneksi internet buruk gimana cara kamu mengatasinya? Ada strategi tertentu ga buat ngatasin masalah ini?

MS : paling ya Cuma wi-fian ke kampus atau ke warnet.

R : kamu punya alesan tersendiri ga kapan kamu harus pake atau gausa komen dari dari temnmu?

MS : kadang biarin aja gitu kalo baca komen yang sekiranya aku ga mudeng, atau kaya ga nyambung. Trus kalo ada komen tentang salah salah grammar kadang tak ikutin.

R : ada manfaat apa yang kamu rasakan pas kamu nerima online peer feedback? sebutkan apa aja.

MS : ya efektivnya aja sih ka, ga harus dikelas ngerjainnya bisa diman aja pas lagi makan sambil kasi komen akses lewat hp apa laptop. Kalo dapet komen bagus kadang jadi termotivasi buat bacanya juga. Trus semua tulisan jells karna kan diketik, ga baca ` tulisan tangan temen yang biasanya ruet
R: pas kamu ngasi online peer feedback, kamu dpt keuntungan ga? Apa aja sih?

MS: flexible kalo pake online peer feedback. bisa punya banyak waktu buat mikir komen apa yang pas gitu. Bisa belajar juga dari keslahan yang aku ga sadar kadang.

R: kalo kekurangan pas online peer feedback apa?

MS: kadang ga percaya sama saran atau komen temen kan kita masi dalam satu level yang sama, itu kalo pas nerima feedback.

Kalo ang ngasi feedback kadang aku males baca trus jadi males ngoreksi. Asal komen aja kadang.

R: kamu rasa kamu mampu ngga kalo menggunakan online peer feedback? kenapa km seperti itu?

MS: kalo pake online peer feedback mampu ja sish kalo internetnya lancer lancer aja. Kalo maslah konten aku kurang yakin karena keterbatan pengetahuan juga.

R: apa yang kamu lakukan kalo dapet komen yang kurang jelas dr temen?

MS: Tanya sma temen sih maksudnya apa, aku kurang ngerti gitu aja.

R: apa pendapatmu tentang penggunaan online peer feedback dibandingkan pake offline peer feedback di kelas ini? Mana menurutku yang lebih bagus? Beri alasannya juga.

MS: aku lebih seneng offline soale bisa kasi komen langsung trs lebih cepet dari pada yang online. Ini kalo aku yang kasi feedback

Kalo yang nerima feedback aku bisa inget inget kesalahanku trus gaperlu mikirin internet trobel juga.

R: ooh gitu ya Ms, makasi ya buat waktunya.

MS: sma sama ka. Seneng bisa bantu. hehe