STUDENTS' VOICES TOWARD PEER FEEDBACK PRACTICES DURING SYNCHRONOUS AND ASYNCHRONOUS PERIODS: A SYSTEMATIC LITERATURE REVIEW

SKRIPSI

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ABSTRACT

Aimah, Firda Rohmatul. 2023. *Students' Voices toward Peer Feedback Practices during Synchronous and Asynchronous Periods: A Systematic Literature Review.* Skripsi, English Education Department Faculty of Teacher Training and Education Univesity of Islam Malang. Advisor 1: Eko Suhartoyo, S. Pd., M. Pd; Advisor II: Henny Rahmawati, S. Pd., S.S., M. Pd.

Keywords: Systematic literature review, peer feedback, writing, synchronous, asynchronous

This study investigated Indonesian students' perceptions of implementing the peer feedback method during synchronous and asynchronous periods. A systematic literature review was chosen as the method in this study. The data was from a research article that has been published in a journal indexed by Sinta and Scopus. The data was collected through a Lens database. The references used "peer feedback writing" as a keyword. The data search was started from 2012 to 2022 by choosing the Open Access, Abstract or Full Text, and Title features. After sifting through abundant research articles discussing the peer feedback method, the researcher obtained 8 articles (7 Sinta and 1 Scopus) that matched the criteria of this study. The researcher analyzed the data by coding it based on the research questions. Researchers use tables to analyze data. The results of the article that can answer the research questions were added to the table. Researchers have two research questions. (1) How did EFL Indonesia students perceive the use of peer feedback during the synchronous and asynchronous period from 2012 to 2022? (2) How are EFL Indonesian students implementing peer feedback in their writing skills during synchronous and asynchronous periods from 2012 to 2022?

The findings of this study indicated that students' perceptions of the peer feedback method during synchronous and asynchronous periods included positive and negative comments. The positive perception mentioned that students were helped to improve the quality of their writing; students have their own spaces to give comments and suggestions; peer feedback online was more interesting than paper feedback; implementing peer feedback can help students get support from their peers and improve their critical thinking. The negative perception of the application of peer feedback mentioned that students still doubted the accuracy and quality of their peers. Students have limited critique to comment on their peers deeply because of their limited knowledge. Therefore, students need a guideline. Students implemented peer feedback via online and offline media. For online media, students used social media, such as Instagram, Facebook, and the web. In terms of offline media, students used a piece of paper. Students are also implementing some types of peer feedback, such as support comments, knowledge sharing, negotiation, appreciation, and criticism.

CHAPTER 1

INTRODUCTION

This chapter discusses (1) the background of the research, (2) the research problem, (3) the purpose of the research, (4) the research significance, and (5) the definition of a key term.

1.1 Background of The Research

In the last decades, in a variety of educational instances, peer feedback is commonly used to improve writing skills. In the writing context, the use of peer feedback is very helpful for students in improving their writing skills. Peer feedback has attracted the attention of many second languages (L2) and foreign languages (FL) (Saeed et al., 2018). An effective strategy to improve academic achievement was the peer feedback method (Simonsmeirer & Peiffer, 2020). Peer feedback is commonly known as teacher feedback and peer correction. Both of them are directive methodologies and communicative learner-centered or assessment tools to write (Yu & Hu, 2017). The use of peer feedback can help students manage their ability to interact with peers and create a student-centered learning atmosphere.

The peer feedback method has many advantages. Astrid (2015) mentioned that the advantage of peer feedback is students can develop their ideas and fix their inconsistencies in writing. When processing peer feedback, students are likely to encounter (a) performance characteristics that the feedback provider

deems incorrect or improvable and (b) a feedback component that identifies and critiqued these appearance elements. Peer feedback can be used to determine how much students' tolerance for handling mistakes and peer criticism influences how much of it they use. Ballantyne et al (2002) noted that a peer feedback task empowers students to report and address their peers' work by using their knowledge and abilities.

Another reason, students have a valuable opportunity to improve their limited exposure to a variety of learning activities through communication and interaction with teachers and classmates during real-time activities, such as sharing learning challenges, learning solutions, and developing spontaneity and confidence (Ismiatun & Suhartoyo, 2022). This indicates that the peer feedback method is still frequently applied in the area of writing. This type of classroom instruction initiates an active, auto-learning process that includes personal interaction and collaborative learning.

The enforcement of peer feedback is still huge. In offline classes, some types of peer feedback are implemented by the student. Students most likely used some form of peer feedback, such as encouragement, knowledge exchange, negotiation, gratitude, and criticism. (Yusuf, Silviyanti, & Tauhidah, 2016). Support, gratitude, or praise may develop their linguistic skills and build their self-belief (Hyland & Hyland, 2001). The critique refers to certain direct responses written to point out the writers' errors (Lee, 2009). In terms of online peer feedback, students implemented some media. Students implemented online peer review via mobile phone and computer (Aydawati et al., 2018). Further,

Wahyudin (2018) conducted a study related to implementing peer feedback via a Facebook application.

A research study about the understanding of institution students' peer correction form in EFL writing using a problem study. The results also show that their peer feedback experience was embedded in a unique sociocultural setting and was influenced by a variety of variables, such as views and values, motivations and objectives, cohesion, feedback training, feedback approaches used by teachers, experience, and culture of assessment and learning (Yu & Hu, 2017).

Many prior studies concentrated on the effect of peer feedback on writing abilities. En-Chong (2022) conducted a study of the impact of capability development and specific reviews on the writing self-efficacy and string revision of institutional-level EFL students. Another research examined how online feedback affected ESL/EFL writing. The findings help provide online ESL/EFL writing evaluations and provide insights into online ESL/EFL writing courses (Lv, Ren, & Xie, 2021). Another study explained that the peer correction method is different when used in a group or individual. The difference lies in the application and results of student corrections. The findings also revealed that feedback from peers has its specific social and cultural context and is mediated by a variety of elements such as views and values, motives and goals, feedback experiences, teacher feedback practices, feedback training, and feedback group dynamics (Yu & Hu, 2017).

Another study was about influences on students' peer-feedback uptake. It discussed the connection between error tolerance, feedback tolerance, writing self-efficacy, perceived language skills, and peer feedback processing. The findings revealed that (1) fault tolerance is associated with feedback tolerance, (2) peer feedback perceived verbal ability (3) error tolerance, feedback tolerance, and self-writing are all positively associated with the adoption of peer advice on writing style. The utilization of peer input did not affect the effectiveness. The findings highlight the critical role of errors in peer feedback processing and show the significance of interpersonal traits in evaluating or explaining peer feedback should not be underestimated (Aben et al., 2022)

There has been a lot of research done on the methodology of using peer feedback in writing. These studies use the Meta-Analysis method, placement test, mixed method, case study, qualitative, and quantitative. Yu & Hu (2017) conducted a study about understanding peer feedback practices among university students in EFL writing, the researcher used a case study. In another study, Huisman et al (2019) conducted research investigating the effect of formative peer criticism on academic writing in higher education students. The researcher used a meta-analysis methodology. The same methodology was conducted on some impact of peer correction in an educational context (Double et al., 2019). The discussion about the use of the peer feedback method must be reviewed, especially at the university level. The impact of using peer feedback methods remains unclear. On the other hand, not all students who had to undertake formative evaluation thought the assessments were beneficial. Several studies by

Huisman (2019) conducted a study about the impact of formative feedback in university education using Meta-analysis. The findings revealed that the influence of peer feedback on writing improvement remains weak, indicating the requirement for further quantitative and methodology-based research.

Most of these studies use Meta-analysis methods, case studies, mixed methods, qualitative, and quantitative. It is still rare to use the Systematic Literature Review (SLR). By using the SLR method, a researcher can find out the use of peer assessment in hybrid learning during the 2012-2022 period. Distinguishing online and offline periods will facilitate the process of retrieving data. Over 10 years, it will be divided into 2 periods, namely synchronous (2012-2018) and asynchronous (2019-2022) periods. With a period of a decade, it is possible to get comprehensive results.

There is still little research on the perceptions of using peer feedback in Indonesia. The studies were discussed in another country. Tian & Zhou (2020) researched the use of peer feedback methods by Chinese Students. Besides that, the perception regarding the use of peer feedback still needs review. Fathi & Khodabakhsh (2019) conducted a study about the effectiveness of peer assessment, the participants were 46 Iranian English major students. Most study focuses on confirming the positive role of writing in improving such qualities in language performance such as accuracy, fluency, complexity, affective factors, and anxiety, As a result, little attention has been devoted to the Indonesian student context (Pourdana & Asghari, 2021). It is still a view of research related to the student's perception of using the peer feedback method during the synchronous

and asynchronous period from 2012 to 2022 in the Indonesian context. To fill in the gap, this study will investigate students' feelings about using peer assessment in writing focusing on the Indonesian context by using a systematic literature review (SLR).

1.2 Research Question

The present research attempts to investigate students' perceptions of using peer feedback in the Indonesian context. It is guided by the following main research questions.

1. What are Indonesian EFL students' perceptions of the use of peer feedback during synchronous and asynchronous periods from 2012 to 2022?

2. How are Indonesian EFL students implementing peer feedback in their writing skills during synchronous and asynchronous periods from 2012 to 2022?

1.3 Purpose of Research

The present research is investigating the students' perception of the use of peer feedback methods during the synchronous and asynchronous periods from 2012 to 2022. There are two primary aims of this research.

1. To investigate Indonesian EFL students' perceptions of the use of peer feedback during synchronous and asynchronous periods from 2012 to 2022.

2. To describe the Indonesian EFL student's peer feedback implementation during synchronous and asynchronous periods from 2012 to 2022.

1.4 Research Significance

The expected findings of this study are, first, it can advise students in using peer feedback methods from an early age. Second, it helps teachers to conduct an evaluation.

1.5 The Definition of Key Terms

To avoid miscommunication the researcher used several key terms such as peer feedback, writing, perception, and EFL.

Online peer feedback is an excellent approach to improving academic performance which is technology-facilitated without any synchronous interactions between students. Peer feedback involves providing opportunities for students to talk and listen, write, read meaningfully, and reflect on the content, ideas, issues, and concerns of an academic subject.

Offline peer feedback is interaction in class and paper-based or face-to-face writing correction. Peer feedback provides students with opportunities to learn from each other.

Writing academic text is a collection of words organized by the theme that is presented in academic content. Academic writing follows the same writing process as other types of texts, but it has specific conventions in terms of content, structure, and style.

Perception is a wide range of mental contents, such as confusing and muddled feelings, clear and distinct concepts, images in imagination, and simply intellectual ideas of extension, thought, and simple natures, as well as principles such as what is done cannot be undone.

English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language.

Systematic Literature Review is a way of synthesizing scientific evidence to answer a particular research question in a way that is transparent and reproducible while seeking to include all published evidence on the topic and appraising the quality of this evidence.
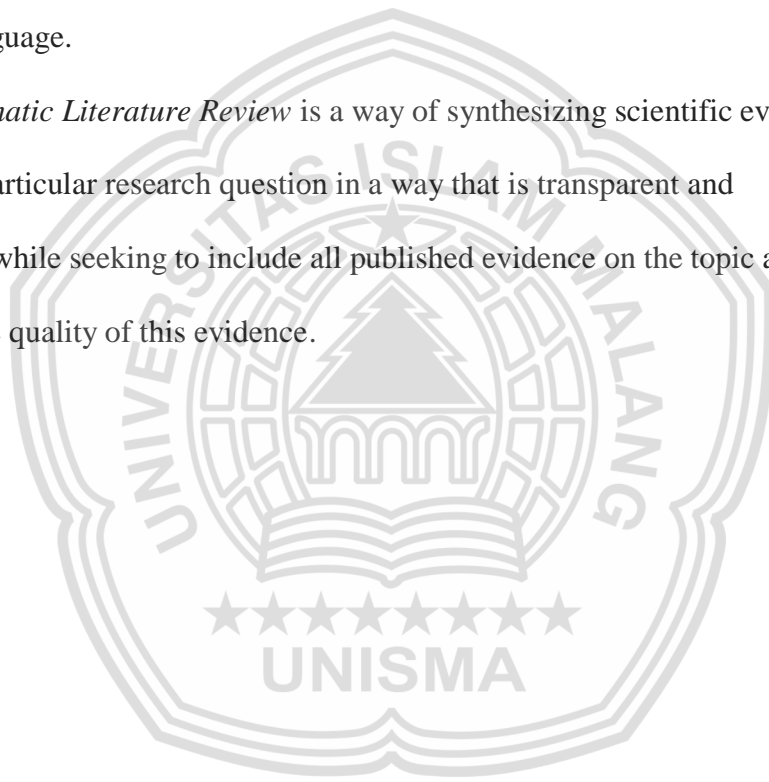
BAB V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestions based on the findings of the study.

5.1 Conclusion

Peer feedback is widely used in learning writing. Peer feedback aims to support the learning process to run well during synchronous and asynchronous periods. Based on an examination of eight studies, it can be concluded that there are various responses or perspectives about the use of peer feedback in writing by EFL Indonesian students. The response was mentioned positively and negatively. The positive perceptions were students feel improved their writing ability during implementing peer feedback, they also can get a better understanding after reading their peer comments. In terms of negative perception, students need a guideline to help their peer feedback activity. Moreover, still question the comments' quality from their peer. Providing peer feedback in writing was carried out based on paper and online media such as Facebook, Instagram, and Blogs.

5.2 Suggestion

This study has several limitations, the first is that it discusses a higher educational level. Future research should implement at various levels such as the

secondary level so that the result can be more comprehensive. Second, the research scope of EFL students is only in Indonesia, so further research can involve other countries, especially in ASIA because the revelations are the same as in Indonesia. The third is that this research used one source to collect the data, future research can involve more sources such as Publish or Perish, ProQuest, EBSCO, Web of Scient, SAGE, etc.

Based on the finding in this research analysis, peer feedback has been implemented in synchronous and asynchronous periods. Peer assessment can increase students' writing ability and technological knowledge. Thus, the impact of peer assessment is still positive and negative. Future research should improve the rubric of research, to know the perceptions of students in the use of peer assessment. The implementation of peer evaluation in asynchronous periods still uses a limited application. Thus lecturers should implement various applications in peer feedback.
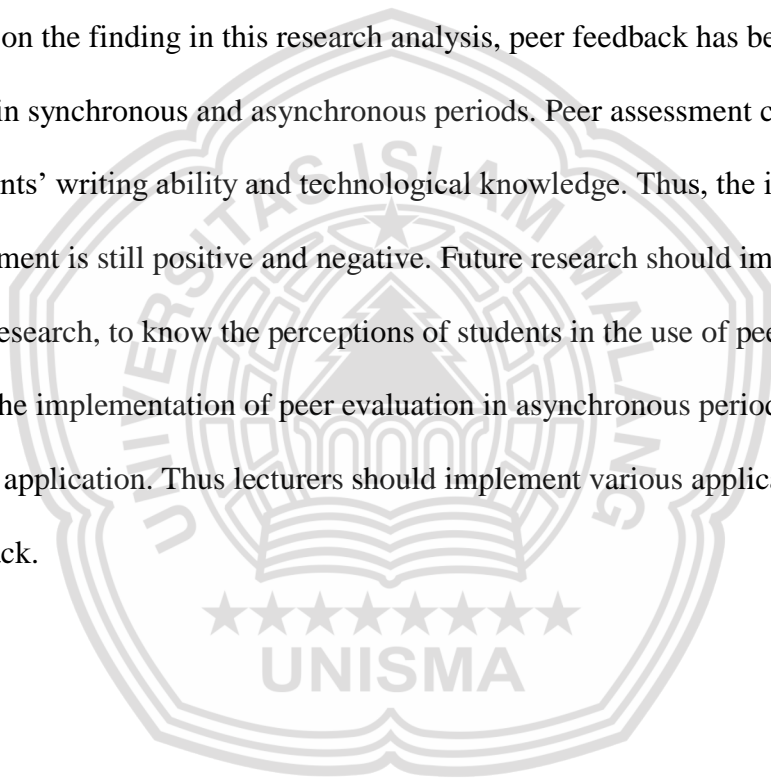
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