AN ANALYSIS OF ONLINE PEER FEEDBACK TO FOSTER STUDENTS' CRITICAL THINKING
(A Case Study at One of Universities in Ciamis)

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Abstract

The aims of this study is to find out the students' responses to the practice of peer feedback in online learning and to investigate how online peer feedback foster students' critical thinking. In collecting the data, the study used qualitative method especially case study. Questionnaire and students' peer feedback documentations were the data collection. Purposive sampling was used to select twelve students as participants. Open ended questionnaire and students' peer feedback documentations were the data collection. The writer analysed the students' responses to the implementation of online learning using percentage computation and interpreted it qualitatively. The students' peer feedback documentations also analysed by using content analysis. The result indicated that using peer feedback in online learning could improve students' critical thinking skills which was relevant with Bloom's Taxonomy. In responding to the second research questions, there were six students who think critically that could be seen from how they criticized the peer's assignment based on their ability to state opinions clearly and concisely. Moreover, the most of students agreed that the implementation of online peer feedback was more useful and helped them to improve their writing assignment through giving comments to peers and got comments from peers. Therefore, this research has proved that online peer feedback could foster students' critical thinking and improved their writing skills especially in the subject Academic Writing.

Keywords: *Online, Peer feedback, Critical thinking*

INTRODUCTION

Peer feedback provides interaction and critical thinking occasions for learners in online classes. Gielen, et al., (2010) argues that peer feedback can meet students' needs of achieving frequent feedback to provide them with learning process improvement. During the peer feedback process, learners express their opinion to peers, receive and provide constructive feedback, revise and increase their thinking for problem solution. During this interactive process, learners collaboratively construct knowledge when they explain their own thinking and obtain various perspectives on a current issue. This leads to the creation of more comprehensive and deeper understanding toward learning.

A study by The Education Endowment Foundation revealed some of the most useful ways to teach and learn by using "Feedback", so-called "Meta-cognition and self-regulation", "Peer tutoring" and "Collaborative learning". The things that these four terms are similar, is that they are all parts of peer feedback. Peer feedback is allowing students to comment to each other's work, and then each student accepts a few pieces of work made by their peers and gives comments to it.

Meanwhile, numerous factors avoid learners from taking benefit of these promising advantage. The good of peer feedback prepared by undergraduate students was considered to be positively related to feedback providers' own final products, ruling for the quality of the early projects (Li, Liu, & Steckelberg, 2010). Additionally, undergraduate students enhanced their writing more by giving feedback to classmates than by receiving feedback from classmates (Cho & Cho, 2011) Although, it was seldom investigated in the empirical studies, critical interpersonal factors have effects on the learning advantages of peer feedback learning (Gennip, et al., 2009). Because peer feedback is a sort of social and group learning, learners' interpersonal views unavoidably become play during the given feedback and received process (Gennip, et al., 2010). Also, because of learners' lack of trust in peers' abilities, they may turn down to receive peer feedback seriously as they do not consider peer feedback as valid as that given by the "knowledge authority" (Gielen, et al., 2010).

Additionally, peer feedback is how to let students share feedback at each other's work. Students submit some kind of work which can be an essay and a poem. Then each student receives a few pieces of work made by their peers and share feedback to it. At last, each student accepts the feedback for their work. Peer feedback can be the most beneficial

way to teach critical thinking because the students are taught in higher order learning and critical thinking.

When students must read their peers work, represent its qualities and express constructive and helpful feedback, they must think as critically as possible about what they are reading. When students must share feedback to their classmates, they ought to teach their classmates about both subject matter and effective writing. By leading students to be assessors, they get the opportunity to learn these higher orders of learning.

According to Jimoyiannis, Tsiotakis, Roussinos, and Siorenta (2013), "now educational mobile technology is often applied in online instruction in universities over the globe." The twenty-first century need Information Literacy named as such skill required to find, regain, analyse, and use information since this era is categorized by owing to the explosion of information and the information sources (Zainnuri & Cahyaningrum, 2017). Followed by the demand to adapt students' critical thinking skills means the demand to enhance their proficiency level in English language. One of the famous learning administration systems gaining fame today in the field of online learning is Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL). This study tended to investigate on the feasibility of online peer feedback, particularly on the practise of CALL and MALL among university students in the university.

The practise of the approach highlighted more on writing feedback instead of speaking skills. The approaches were affected by various linguistic and pedagogical aspects such as critical thinking skill. Critical thinking is a cognitive activity that includes analysing, assessing, and reconstructing ideas (Paul & Elder, 2002, Fitzpatrick & Schulz, 2015) as cited in Saputra (2018, p. 86).

Caulk (1994) and Rollinson (2005) as cited in Buck (2010, p. 89) argues that various approaches to peer feedback have frequently been shown to have positive benefits in the EAP (English for Academic Purposes) setting. The use of the approach highlighted more on writing feedback instead of speaking skill. The approaches were affected by diverse linguistic and pedagogical aspects such as critical thinking skills. According to Bloom's Taxonomy, there are six basic categories for critical thinking assessments such as questioning abilities, use of information, keeping an open mind, drawing conclusions, communication and collaborations, and self-awareness.

Based on the explanation aforementioned، the writer proposed an analysis of online peer feedback to foster students' critical thinking. Gielen, et al., (2010) explains that peer feedback can be a resolution to fulfil students' demand of accepting frequent feedback to improve their learning process. The main theory of peer feedback is the social constructivist sight of learning. According to Caulk (1994) and Rollinson (2005) as cited in Buck (2010, p. 89), different approaches to peer feedback have frequently displayed to have positive advantages in the EAP (English for Academic Purposes) context.

Several studies have been conducted on related topic (Gonzales & Castaneda, 2016; Zinnuri & Cahyaningrum, 2017;Buck, 2014; Li, Liu, & Steckelberg , 2010; Ngoon, Fraser, Weingarten, Dontcheva, & Klemmer, 2018; Habibi, Mukinin, Riyanto, Prasohjo, Sulistiyo, Sofwan, & Saudagar, 2018)). It is unfortunate that the study on online feedback using Track Changes presented in Microsoft Word to foster critical thinking is still sparse. Therefore, the present study tries to find out the students' responses to the practice of peer feedback in online learning and to investigate how online peer -feedback foster students' critical thinking.

METHOD

This research used qualitative method especially case study. The research conducted at One of Universities in Ciamis with twelve participants was selected by purposive sampling. In data collection, students' peer feedback documentation at which content analysis were engaged. In addition, hthe writer used close – ended questionnaire with twelve questions. To analyse the result, the writer presented each statement in cross break table to categorize the data. Then, the writer calculated the responses from the students into the table. After that, the writer also calculated the frequencies and the percentage of each statement. To calculate the data, the researcher used formula as suggested by Hatch and Larazation (1991, p. 136) :

$$Proportion = \frac{Number\ of\ Frequency}{Total} X\ 100\%$$

FINDINGS AND DISCUSSION

The present study is aimed to investigate students' responses to the practice of peer feedback in online learning and to investigate how online peer-feedback to foster students'

critical thinking. The questionnaire and content analysis were used and the result of those instruments are given in the following organization:

The first finding was obtained from a set of questionnaire which was conducted by the researcher in 21 on June. Questionnaire was used to answer the research question number one, regarding "How do students respond to the implementation of online peer feedback in learning?" The writer drew the result of questionnaire narratively represented questionnaire items. It consisted of eleven questions with 12 respondents.

Based on Question number 1, the percentage was 67% (8 students) answered strongly agree that online peer feedback was more useful to give comments to peers. Question number 2 showed that the percentage was 67% (8 students) which means that 8 students agree that online peer feedback was more useful to get comments to peers. Question number 3 showed that the percentage was 67% which means 8 students agree with questions that the opportunity of getting comments on their work from peers helped them improve their own writing assignments. The next is Question number 4 at which 7 students responded strongly agree that the opportunity of giving comments to peers on their work, and helped them improve their own writing assignments. Meanwhile, Question number 5 pointed out the students' response of "Strongly agree" with percentage 58% (7 students strongly agree that they were usually made changes- redrafted, to their assignment posted on Tuesday before printing and handing it on Wednesday.

The forthcoming questions are Questions 6 until Question 11. Question number 6 pointed out the students response of "Strongly agree" with percentage 58% (7 students strongly agree that they were usually made changes- redrafted, to the their assignment posted on Tuesday before printing and handing it on Wednesday because of the comments they received). Question number 7 pointed out the students responded "Strongly agree" with percentage 58% (7 students response of strongly agree that they were usually made changes (redrafted) to their assignment posted on Tuesday before printing and handing it on Wednesday because of the comments they made on peers work. Question number 8 indicated that the percentage of "Strongly agree" was 67% (8 students strongly agree that the comments they received from their peers were just as helpful as those they got from the instructor). Question number 9 pointed out that the percentage of "Strongly agree" was 75% (9 students strongly agree that the comments they made on other people's assignments help them when they write their own). Question number 10a-10f resulted in

100% (12 students) who agreed that they were focus on content, organization, grammar, vocabulary, style, and punctuation when gave the comments. The last is Question number 11a-11f indicated that 100% (12 students) agreed that they were focus on content, organization, grammar, vocabulary, style, and punctuation when got the comments.

It has been discussed the finding which was based on a set of questionnaires. The second findings was drawn from content analysis of students' peer feedback documentations. The thorough students' comment considered as peer feedback is given in Table 1.

Table 1. Students' peer feedback documentation

Students' peer feedback number 1:
Are you sure with your title?
Normally, the length of paragraph consist of topic, sentence(s), and concluding sentence, does your paragraph indicate I wrote?"
You have to learn how to write name of trademark.
What is your topic?
Overall the content of your argumentative essay was good, but the organization and grammar of your essay are complicate, so I can not grasp very well on some of your sentences, please revise on your essay. Make sure your paragraph has got topipc sentence, supporting sentence and concluding sentence.
Students' peer feedback number 2:
Your paragraph was complete, but it's better to give space between the background of your topic, essay, and concluding paragraph.
Your argumentative writing was so complete, it was told how you learned this course well. I didn't found grammatical error on your writing because I think you knew that it was important.
Students' peer feeddback number 3:
the paragraph without titles.
first sentence without space or tab, so it does not form a paragraph.
The use of sentence is good.
The use of capital is good.
Paragraph less that 250 words
Students' peer feedback number 4:
I think it will be good if you change this sentence will be the topic sentence.
What does it mean?
In majoring?
Inconsistent, sometime you use plural but sometime you use singular.
Ving (verb-ing)
Pay attention on your grammar, and coherence also cohesion. The structure of the paragraph is TREE, but never forget on cohesiveness and coherence.
Students' peer feedback number 5:
your paragraph will talk about education or quality of education?
It is not about government decision or education system.
Students' peer feedback number 6:
It wil be better if that words replaced with the simpler 'I like'
It should replaceed with to be 'are' because the next word have comma, it shows plural.
Students' peer feedback number 7:
Karena kata kerja yang telah lampau maka sebaiknya 'learned' *untuk kalimat* past tense
Seharusnya 'make' *karena pada kalimat ini sedang menjelaskan maka menggunkan kata kerja pertama atau bukan kata kerja kedua* (past tense)
Sebelum kata 'but' *seharusnya menggunakan tanda koma* (,) *untuk menyatakan alasan*
Agar lebih simple *sebaiknya dapat diganti* 'so readers can understand what the authors say'.
Students' peer feedback number 8:

'explained' *seharusnya explaining* 'join' *seharusnya* 'joined' 'call' *seharusnya* 'called' *Sesudah kata* 'actually' *seharusnya ada tanda baca* (comma).
Students' peer feedback number 9:
H*arusnya* 'Know' *Pemilihan kata kurang tepat, kata yang lazim digunakan adalah* 'heard' Verb be *untuk* we *seharusnya adalah* 'were' *Kesalahann penulisan mungkin yang dimaksud* 'analyzed'
Students' peer feedback number 10:
It is better to use space for the first paragraph Improving
Students' peer feedback number 11:
What is your title? As I know, the title is one of the important part in writing a paragraph If the topic is telling the events that had occured in the past, therefore use past tense 'made' I suggest you to improve your vocabulary skills. The word 'so' you can replaced by 'therefore' I found your assignment is quite well, for the arrangement of each line is complete, and use good and proper English.
Students' peer feedback number 12:
The first paagraph actualy told about the background of the topic, but I found just a little bit on your paragraph For the use question use a question mark '?' and for statement you can use an exclamation mark '!' or just a dot '.' Do not get mixed up Your topic is interesting to read with the good word elections. Overall is clear but please to pay attention the use of punctuation and differentiate between a question and satement.

From the research finding, the results showed that the implementation of online peer feedback was more useful and help the students to improve their writing assignment through give comments to peers and get comments from peers. The result of this study is relevant with previous study carried out by Ngoon, et al. (2018) in that excellent feedback is important for creativity and learning, even though it still seldom occurs. Meanwhile, Gonzales & Castaneda (2016) explored that Peer feedback in L2 writing has come up from a social construct of knowledge (Vygotsky 1962,1978), social-cognitive theories (Pintrich and DeGroot, 1990; Pintrich and Schunk, 2002; and Bruffee's collaborative learning theories (1993). In sociocultural aspect, language development is deemed as a social process that requires social interaction. The last previous study conducted by Habibi et al.(2018) described that Collaborative learning such as learning to overcome the problems within groups is one of the practises of SNS.

CONCLUSIONS

In responding the research question, the writer found out the data that the most of students agree that the implementation of online peer feedback was more useful and help them to improve their writing assignment through giving comments to peers and get

comments from peers. In addition, the data showed that the students received the comments were just as helpful as those their got from the lecturer as an instructor. The reason is that peer feedback was covered information and all the basic categories of critical thinking assessment; and they were focus on content, organization, grammar, vocabulary, style, and punctuation when they got and gave peer feedback.

In addition, the writer found out the data that from the twelve students there were six students who was think critically. It can be seen from how they criticized the peer's assignment based on their ability to state opinions clearly and concisely. This step is explained in the six categories of Bloom's Taxonomy. Furthermore, the six other students were focus on the rubrics of writing especially in writing error, grammar, and punctuation even among those comment in Bahasa Indonesia. It means that online peer feedback can foster students' critical thinking and improve their writing skills especially in the subject Academic Writing.

Based on the limitations of the present study, the writer suggests the other researchers to investigate another way to foster students' critical thinking and use the higher level of peers assessment based on Bloom's Taxonomy. Thus, the writer expects that it is significant to carry out the study for the next researchers of other level of education to obtain the more detailed result dealing with another ways to foster students' critical thinking.

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