

**ONLINE PEER FEEDBACK TO FACILITATE  
STUDENTS' CRITICAL THINKING:  
A CASE STUDY AT UIN SUNAN AMPEL  
SURABAYA**

**THESIS**

Submitted in partial fulfillment of the requirement for the  
degree of Sarjana Pendidikan (S.Pd) in Teaching English



By  
**Valensiana Vortunata Ari Ustoyo**  
NIM D95214097

ENGLISH TEACHER EDUCATION DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
SUNAN AMPEL STATE ISLAMIC UNIVERSITY  
SURABAYA  
2018

## PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda di bawah ini

Nama : Valensiana Vortunata Ari Ustoyo

NIM : D95214097

Prodi/ Jurusan : Pendidikan Bahasa Inggris

Menyatakan dengan sebenarnya bahwa skripsi yang saya buat ini benar-benar merupakan hasil karya saya sendiri bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan saya atau pikiran saya sendiri.

Apabila kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Surabaya, 10 Nopember 2018

Yang membuat pernyataan,

The image shows a green and yellow 'METERAI TEMPEL' (stamp) for 6000 Rupiah. The stamp features the Garuda Pancasila logo and the text 'METERAI TEMPEL', 'TGL. 20', 'DA965AFF294324482', '6000', and 'ENAM RIBURUPIAH'. A handwritten signature is written over the stamp. Below the stamp, the name 'Valensiana Vortunata Ari Ustoyo' and the NIM 'D95214097' are printed.

Valensiana Vortunata Ari Ustoyo  
D95214097

## ADVISOR APPROVAL SHEET

This thesis by Valensiana Vortunata Ari Ustoyo entitled “*Online Peer Feedback to Facilitate Students’ Critical Thinking: A Case Study At Sunan Ampel State Islamic University of Surabaya*” has been approved by the thesis advisors for further approval by the boards of examiners.

Surabaya, November 13<sup>th</sup> 2018

Advisor I,



H. Mokhamad Svaifudin, M.Ed, Ph.D  
NIP. 197310131997031002

Advisor II,



Fitriah, Ph.D  
NIP. 197610042009122001

EXAMINER APPROVAL SHEET

This thesis by Valensiana Vortunata Ari Ustoyo entitled "Online Peer Feedback to Facilitate Students' Critical Thinking: A Case Study At UIN Sunan Gunungjati Cirebon" has been examined on November, 9<sup>th</sup> 2018 and approved by boards of examiners.

Dean,



Prof. Dr. H. Ali Mas'ud, M.Ag, M. Pd.I  
NIP. 1963011231993031002

Examiner I,

Drs. Muhtarom, Med. Grad Dip. Tesol  
NIP. 196512201992031005

Examiner II,

Hilda Izzati Maulida, MA  
NIP. 198902102011012012

Examiner III,

Dr. Mohamad Salik, M.Ag  
NIP. 196712121994031002

Examiner IV,

Fitriah, Ph.D  
NIP. 197610042009122001



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA  
PERPUSTAKAAN**

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300  
E-Mail: perpus@uinsby.ac.id

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI  
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : VALENSIANA VORTUNATA ARI USTOYO  
NIM : D95214097  
Fakultas/Jurusan : TARBIYAH DAN KEGURUAN/PENDIDIKAN BAHASA INGGRIS  
E-mail address : sianavalen25@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

Sekripsi  Tesis  Desertasi  Lain-lain (.....)

yang berjudul :

ONLINE PEER FEEDBACK TO FACILITATE STUDENTS' CRITICAL THINKING :

A CASE STUDY AT UIN SUNAN AMPEL SURABAYA

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 10 Nopember 2018

Penulis

( Valensiana Vortunata A. U. )  
*nama terang dan tanda tangan*

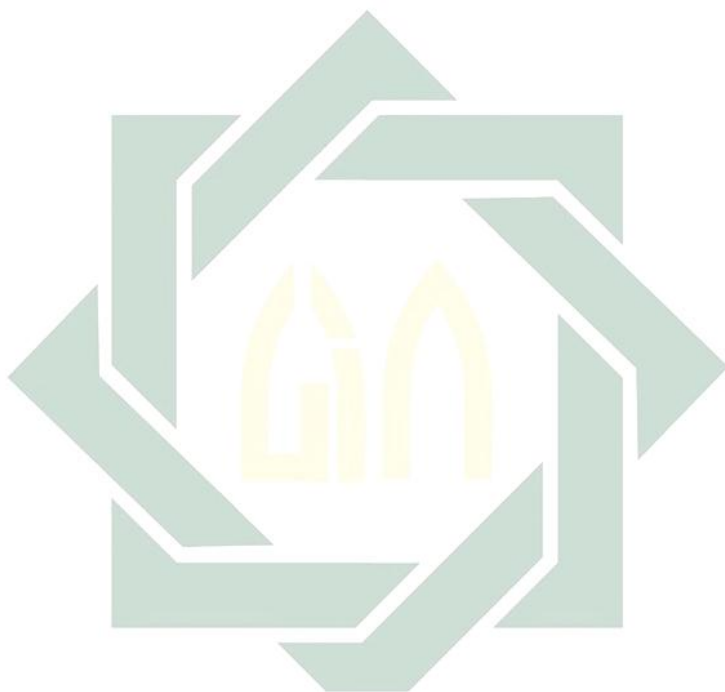
## ABSTRACT

Ustoyo, Valensiana Vortunata Ari (2018). *Online Peer Feedback to Facilitate Students' Critical Thinking: A Case Study in English Teacher Education Department of UIN Sunan Ampel Surabaya*. A Thesis English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: H. Mokhammad Syaifudin, M.Ed, Ph.D, and Fitriah, Ph.D,

Keywords: *Online Peer Feedback, Critical Thinking, process, online peer feedback category, writing argumentative essay*

Critical thinking can be developed through Online Peer Feedback (OPF) activities. OPF activities train students' critical thinking through developing arguments in the form of feedback which also increases argumentative essay writing. This study examined the process of OPF activity in facilitating students' critical thinking in the context of argumentative essay writing. The focus of this research is to describe the process of OPF activities in facilitating students' critical thinking and what are the categories of peer feedback as critical thinking product. The researcher used qualitative methods in the design of case study research. Interviews with six students and analysis of documents to image documents (screenshots) Interaction of student feedback on Instagram is used as a technique for collecting data. Regarding the results of the study, researchers found the process of OPF activities reflected students' critical thinking proposed by revised Bloom Taxonomies such as; activities that involve students to carry out activities to remember, understand, analyze, apply, evaluate and make. The process is (1) reading to understand and (2) analyzing peer essays, (3) giving feedback to peers and (4) responding to peer feedback, (5) utilizing peer feedback, and (6) revising essays. Analyzing and evaluating are dominantly found during OPF activities. In addition, feedback was observed to determine the category of feedback in OPF activities. The coding scheme of Liang is used. The five categories are meaning negotiation, error correction, content discussion, organization, and general evaluation. The 'organization' category is the most dominant in OPF activities on Instagram. The OPF activity is also able to facilitate students interacting

in the delivery of feedback that is useful in writing texts of arguments which they train to think critically.



## ABSTRACT

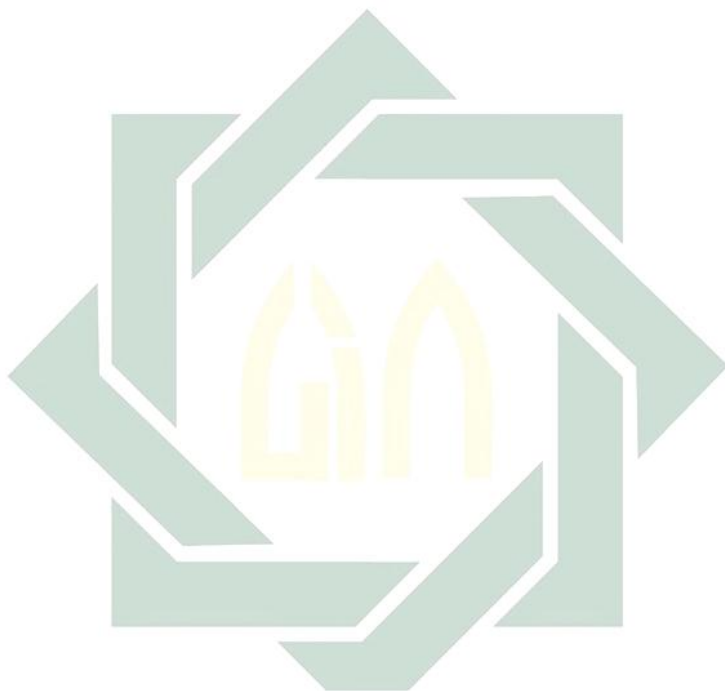
Ustoyo, Valensiana Vortunata Ari (2018). *Online Peer Feedback to Facilitate Students' Critical Thinking: A Case Study in English Teacher Education Department of UIN Sunan Ampel Surabaya*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Advisors: H. Mokhammad Syaifudin, M.Ed, Ph.D, and Fitriah, Ph.D

Kata kunci: *online peer feedback, berpikir kritis, proses, kategori feedback, menulis esai argumentatif*

Pemikiran kritis dapat dikembangkan melalui kegiatan umpan balik rekan online / *Online Peer Feedback* (OPF). Aktifitas OPF melatih pemikiran kritis siswa melalui pengembangan argumen dalam bentuk *feedback* yangmana pula meningkatkan penulisan esai argumentatif. Penelitian ini menguji umpan aktifitas OPF dalam memfasilitasi berpikir kritis siswa dalam konteks menulis esai argumentatif. Fokus dari penelitian ini adalah untuk menggambarkan proses aktivitas OPF dalam memfasilitasi pemikiran kritis siswa dan apa saja kategori *peer feedback* sebagai produk pemikiran kritis. Peneliti menggunakan metode kualitatif dalam desain penelitian studi kasus. Wawancara ke enam mahasiswa dan analisis dokumen kepada dokumen gambar (screenshot) interaksi siswa penyampaian *feedback* di Instagram digunakan sebagai teknik dalam mengumpulkan data. Mengenai hasil penelitian, peneliti menemukan proses kegiatan OPF mencerminkan pemikiran kritis siswa yang diusulkan oleh Taksonomi Bloom yang direvisi seperti; kegiatan yang melibatkan siswa untuk melakukan aktivitas mengingat, memahami, menganalisis, menerapkan, mengevaluasi dan membuat. Prosesnya adalah (1) membaca untuk memahami dan (2) menganalisis esai teman sebaya, (3) memberikan umpan balik kepada teman sebaya dan (4) menanggapi umpan balik teman sebaya, (5) memanfaatkan umpan balik rekan, dan (6) merevisi esai. Menganalisis dan mengevaluasi adalah dominan ditemukan selama kegiatan OPF. Selain itu, *feedback* diamati untuk mengetahui kategori *feedback* di aktifitas OPF. Skema pengkodean dari Liang digunakan. Kelima kategori tersebut adalah negosiasi makna, koreksi kesalahan, diskusi konten, organisasi, dan evaluasi umum. Kategori 'organisasi' adalah yang paling



dominan dalam aktivitas OPF di Instagram. Kegiatan OPF tersebut juga mampu memfasilitasi siswa berinteraksi dalam penyampaian feedback yang berguna dalam menulis teks argumentasi yangmana melatih berfikir kritis.



## TABLE OF CONTENTS

COVER.....	i
APPROVAL SHEET .....	ii
EXAMINER APPROVAL SHEET .....	iii
DEDICATION SHEET.....	v
ABSTRACT.....	vi
ACKNOWLEDGEMENT .....	x
PERNYATAAN KEASLIAN TULISAN.....	xi
LEMBAR PERNYATAAN PUBLIKASI .....	xiii
TABLE OF CONTENTS.....	x
LIST OF FIGURES.....	xii
LIST OF APPENDICES.....	xiii
CHAPTER I : INTRODUCTION .....	1
A. Background of the Study.....	1
B. Research Question.....	4
C. The objective of the Study .....	5
D. The significance of the Study.....	5
E. Scope and Limitation of the Study .....	6
F. Definition of the Key Terms .....	6
CHAPTER II : REVIEW RELATED LITERATURE.....	8
A. Theoretical Framework .....	8
1. Feedback .....	8
2. Online Peer Feedback.....	13
3. Critical Thinking .....	22
4. Writing Argumentative Essay .....	26

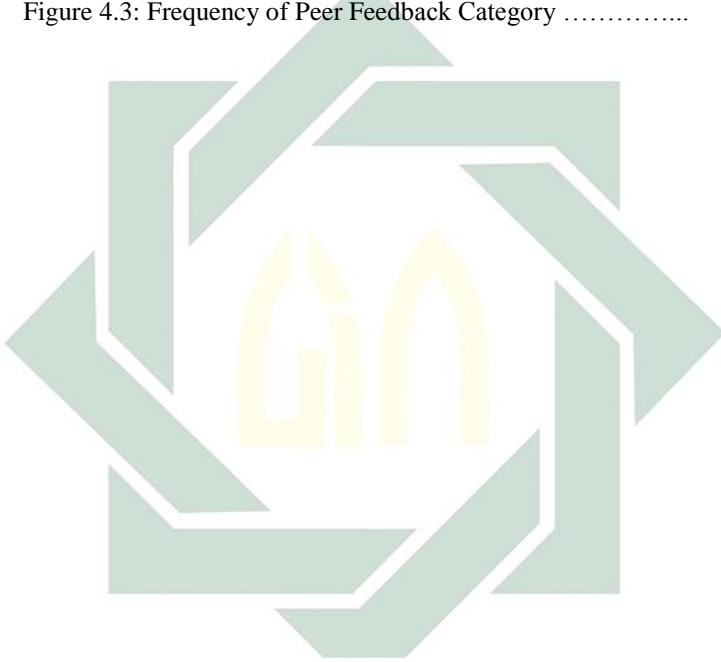
B. Previous Studies.....	29
<b>CHAPTER III : RESEARCH METHOD.....</b>	<b>32</b>
A. Research Design.....	32
B. Research Subject.....	33
C. Research Setting.....	33
D. Data and Source of Data .....	33
E. Data Collection Technique.....	34
F. Research Instrument.....	35
G. Data Analysis Technique .....	36
H. Research Stages.....	37
<b>CHAPTER IV : RESEARCH FINDING AND DISCUSSION .....</b>	<b>39</b>
A. Finding .....	39
1. The Process of Online Peer Feedback Activity Facilitates Critical Thinking .....	39
2. The Category of Peer Feedback in OPF Activity on Instagram .....	54
B. Discussion .....	63
1. The Process of Online Peer Feedback Activity Facilitates Critical Thinking .....	63
2. The Category of Peer Feedback in OPF Activity on Instagram .....	67
<b>CHAPTER V : CONCLUSION AND SUGGESTION .....</b>	<b>70</b>
A. Conclusion .....	70
B. Suggestion.....	70

REFERENCES

APPENDICES

## LIST OF FIGURES

Figure 2.1: Steps in implementing peer feedback.....	16
Figure 2.2: Peer and Teacher in The Online Discussion .....	18
Figure 2.3: Thinking Types of Revised Bloom Taxonomy.....	24
Figure 4.1: Students' OPF Activity in Instagram .....	40
Figure 4.2: Process of Online Peer Feedback Activity.....	44
Figure 4.3: Frequency of Peer Feedback Category .....	59



## **LIST OF APPENDICES**

APPENDIX I	GUIDELINE INTERVIEW
APPENDIX II	DOCUMENT ANALYSIS
APPENDIX III	DOCUMENTS
APPENDIX IV	RESULT OF INTERVIEW
APPENDIX V	RESULT OF CATEGORIES
APPENDIX V	SURAT VALIDASI
APPENDIX V	KARTU BIMBINGAN



## CHAPTER I INTRODUCTION

This chapter describes the area of the study that will be covered in the some sections (1) Back ground of this study, (2) Statement of research problems, (3) Objective of this study, (4) Significance of this study, (5) Scope and limitation of this research, and (6) Definition of Keyterms.

### **A. Background of the Study**

Feedback is a communication response among students as writers and reader (others person). Through the feedback, students can get helpful information for the revision process, motivation for improving their writing, and improve autonomy learning<sup>1</sup>. The feedback influences students' writing performance, the motivation and learning process. Thus, the feedback approach is very important to be examined.

In university level, especially at Sunan Ampel Islamic state university of Surabaya, most of the lecturers used teacher feedback approach during the learning process. Although most of the lecturer preference used this approach in teaching, it influences some problems on students' revision and cognitive skill. The problem appears lecturer's feedback is not quite enough detects students' mistake and gives less detail correction to students' writing. It is caused lecturer has to read and check all students' writing task directly. Consequently, the lecturer give an overall explanation of students' mistake and feedback one by one generally. So, students feel unsatisfied and confuse with the feedback they have got. Moreover, teacher-feedback approach is totally done by the teacher. It caused students having no opportunity doing a discussion with their friends. Therefore, they do not have space for discussion in order to develop cognitive skill. Another feedback approach is peer feedback. The feedback is believed can solve the previous

---

<sup>1</sup> Ken Hyland, Fiona Hyland, *Feedback in Second Language Writing Contexts and Issues* (Cambridge University Press, 2006), p. 117.

problems. The feedback is delivered by other students as a peer, who has responsibility reviewing students' work/performance. Harmer stated peer feedback is a valuable element in the writing process. It has the advantage of encouraging students to learn collaboratively. It also helps students reacting too passively to lecturer response<sup>2</sup>. Besides, peer feedback activity will help students if they confuse with lecturer's correction and feedback. This approach is able facilitate students to interact with each other. The students can develop cognitive and social skill<sup>3</sup>. It is able to reduce teacher-center during the learning process. In addition, in the learning curriculum in universities emphasizes learning skills such as writing, thinking critically, asking questions and solving problems. So the concept of peer feedback learning is very suitable to be applied.

In the university level, especially for English education students, they required being able to write many kinds of essay academic text in English standard. It means students have to be active in constructing their argument and opinion in various writing English text with different topics and purposes. The writing of the argumentation text is highlighted because it is very important as the first foundation in writing other texts. A case in Written English class A at academic year 2017/2018, the lecturer used online peer feedback approach in teaching writing. She utilized Information and Communication Technology (ICT), specifically social media Instagram as a platform to do peer feedback in the online situation. The social media Instagram is the most popular social media used among students of the class. According to interviewed that researcher has done with the lecturer, the reason Instagram was selected as media in teaching is a very popular social media in this year moreover. After the lecturer gave certain writing topic and students upload their essay text on Instagram, students were asked to give feedback or commentate based on the guideline during the individual task was given. The feedback was fully given by their

---

<sup>2</sup> Alice Oishima, Ann Hogue, *Writing Academic English*, fourth edition (Pearson, 2006), p. 115.

<sup>3</sup> Helena Silva, José Lopes, Caroline Dominguez, Rita Payan-Carreira, Eva Morais, Maria Nascimento & Felicidade Morais, "Fostering critical thinking through peer review between cooperative learning groups", *Revista Lusófona de Educação* (2016), p. 41, <https://www.researchgate.net/publication/304154097>.

peers. The lecturer's role only becomes a facilitator during the writing process. Finally, this approach afforded triggers students actively interaction by giving feedback and exchange opinion/argumentation with their classmate. Moreover, in writing argumentative text, students need critical thinking skill which can be built through the response of giving feedback and exchanging opinion and argumentation. Indirectly within the teaching approach, students become active participating in online collaborative learning. It hopes students can think critically and also develop critical thinking.

There are some previous researches that examine the same field with this present study. Laila (2011) found that online peer feedback using different types of social media with different applications results in positive responses and can improve students' writing skills in college<sup>4</sup>. Noroozi *et al* (2016) found that online peer feedback is able to improve the quality of student argumentation. Peer feedback online activities and student learning outcomes have a close relationship that is when students are interested in using an online peer feedback process with good quality of use eating will produce good quality argumentation<sup>5</sup>. Related to the process of critical thinking in writing text arguments, According to Huriyah (2018) in these activities critical thinking skills are closely related in the process of writing essays of argumentation. So that critical thinking skills greatly influence the process of writing argumentation texts. She stated critical thinking is one of the main factors that have a big influence on students' thinking ability. By thinking critically, students are able to produce clear writing which influences the results of writing that are also clear<sup>6</sup>. The research conducted by Hanasiyah (2017) also states that the majority of English education students in writing argumentative texts apply critical thinking to the

---

<sup>4</sup> Fasyatul Laila, "The Use of Peer Feedback to Improve Students Writing Ability through Facebook at At English Department State of State Institution For Islamic Studies Sunan Ampel Surabaya" (State Islamic for Islamic Studies Sunan Ampel Surabaya, 2011).

<sup>5</sup> Omid Noroozi, HarmBiemans, and Martin Mulder., "Relations between scripted online peer feedback processes and quality of written argumentative essay", *The Internet and Higher Education*, vol. 31 (2016).

<sup>6</sup> Shofiyatul Huriyah, "The Correlation Between Students' Critical Thinking and Their Ability to Write Argumentative Text to the Fifth Semester Students at English Education Study Program of Baturaja University", *Baturaja University*. (2018).



level of advanced thinkers. Even so, critical thinking is also supported by abilities that they personally<sup>7</sup>. Therefore, the ability to think critically is very necessary for writing this type of the text. Previous research conducted by Ekahitanond (2013) states that using online peer feedback with a critical inquiry model strategy provides a pleasant attitude towards learning, impacting high-level motivation and increasing trust when discussing with colleagues<sup>8</sup>. With the existence of this research, it can be known that students give a positive attitude towards students in critical thinking and using online peer feedback.

The impact of online critical thinking on online peer feedback is very significant in writing activities especially in writing argumentative text. The researcher aims to find out what is the online peer feedback process activities are able to facilitate students 'critical thinking in commenting on students' argumentation texts on Instagram social media. This also illustrates how online peer feedback activities can facilitate students' critical thinking. In addition, researchers will also examine the content of discussions of categories of peer feedback regarding what feedback partners provide for the student revision process. This research will be carried out in English education department of Sunan Ampel State Islamic University. Written English class A was chosen as the subject because the class implemented online peer feedback in writing an argumentative essay.

## **B. Research Question**

This study intended to examine the following questions:

1. What is the process of online peer feedback activity in facilitating students' critical thinking?
2. What are the categories of peer feedbacks in online peer feedback activity on Instagram?

---

<sup>7</sup> Siti Magfirotnu Hasaniyah, "An Analysis of Students' Critical Thinking in Writing Argumentative Essay (A Case Study of Fourth Semester In English Teacher Education Program in Universitas Islam Negeri Sunan Ampel Surabaya)" (State Islamic for Islamic Studies Sunan Ampel Surabaya, 2017).

<sup>8</sup> Visara Ekahitanond, "Promoting university students' critical thinking skills through peer feedback activity in an online discussion forum", *Alberta Journal of Educational Research*, vol. 59, no. 2 (2013).

### **C. The objective of the Study**

Purpose of this study is stated as follows:

1. To describe the process of online peer feedback activity in facilitating students' critical thinking in writing argumentative text.
2. To know categories of feedbacks in online peer feedback activity as a product of critical thinking in writing argumentative essay.

### **D. The significance of the Study**

The result of this study can give some advantages for lecturers, another researcher, and students. Here the advantages of the study are:

a) The Written English lecturers

In this study, the researcher hopes the result of this study can give benefit to optimize peer feedback activity among students in writing context. Besides, online peer feedback can be an effective way for helping lecturers to know how far students' critical thinking. It can be known when students deliver and response toward peer feedbacks which impacts to students' revision text. Thus, lecturers can evaluate approach / activity / strategy in teaching which build students' critical thinking skill.

b) Students

From the result of this study, the researcher expects students to be more interested and enthusiastic in learning writing through online peer feedback activity. This study which focuses on online peer feedback approach facilitates the development of their critical thinking skill. It can be developed through the interaction during the process. This activity is also very useful for process of writing argumentative text which needs high critical thinking skill. Moreover, when online peer feedback activity students will be more critical in giving, accepting and rejecting the corrective feedback for their revision text. Online peer feedback activity makes students easier knowing their mistakes and getting feedback in detail for their revising process.

c) Other Researcher

For the further study of other researchers who are interested in the similar topic of this study, this is hoped as useful academic

information and can be used as a reference in conducting further study.

### **E. Scope and Limitation of the Study**

The scope of the study is peer feedback in writing in the online situation. The study will focus on the online peer feedback activity in facilitating students' critical thinking and the products of feedbacks in online discussion. For the first research question, the limitation of study is cognitive process of online peer feedback and the second research question is feedbacks that related to writing argumentative text. The subject of the study is students and students' documents (screenshot pictures) of online peer feedback interaction on Instagram. The researcher takes place in Written English "A" academic year 2017/2018 of English Education Department of Tarbiyah and Training Faculty at UIN Sunan Ampel Surabaya. Actually there are 3 classes of Written English in this department, but "A" class is the only one class which implemented online peer feedback (OPF) activity. 6 six students from 29 students of the class are chosen randomly as informants. The students' documents (screenshot pictures) of online peer feedback interaction from 6 students are chosen randomly. The researcher interested to explore the process and categories of feedback in the online peer feedback activity in writing argumentative essay. Therefore, a case study approach in a qualitative method is used in this study.

### **F. Definition of the Key Terms**

In this study, the writers use several terms related to the topic of the study. The writer will explain several key terms that are used in this study. The terms are:

#### 1. Peer Feedback

Peer Feedback is feedback comes from the peer. The peer acts as an evaluator of students' writing. They share their writing and feedback as an evaluation for the purpose of improving writing skill<sup>9</sup>.

#### 2. Online Peer Feedback Activity

Online Peer Feedback activity is a technique in teaching English which students giving feedback actively in the learning

---

<sup>9</sup> Jessi Choi, "Online Peer Discourse in a Writing Classroom", *International Journal of Teaching and Learning in Higher Education*, vol. 26 (2014), p. 218.

process in online situation. Students identified strength and weakness to assess and supply suggestion for improvement purpose<sup>10</sup>. The online peer feedback activity utilizes technology that allows students to give their feedback without meet face to face<sup>11</sup>. In this study students conduct the online peer feedback activity in public social media of Instagram.

## 2. Critical Thinking

Critical thinking is the intellectually disciplined of process of actively and skillfully conceptualizing, applying, analyzing, synthesizing and/or evaluating information to believe and make decision about something. The information gathered from or generated by observation, experience, reflection, reasoning, or communication<sup>12</sup>.

## 3. Argumentative Essay Writing

The argumentative essay is a genre of writing that requires students to generate, collect, evaluate, and investigate the topic for a reasonable reason<sup>13</sup>. In this research, students write argumentative essay as the writing assignment at the end of the semester of Written English class.

## 4. Category of Feedback

Category feedback is the various contents of feedback which submitted by peer fellow grub. The feedbacks are comment/review toward peers' argumentative essay for improving revision process. The interaction of feedback occurred in online peer feedback activity on Instagram. The feedbacks are produced by students and peer group.

---

<sup>10</sup> Nancy Falchikov, *Learning Together: Peer Tutoring in Higher Education.*, 1st Edition, Kindle Edition edition (Routledge, 2001), p. 3.

<sup>11</sup> Jessi Choi, "Online Peer Discourse in a Writing Classroom", pp. 218–219.

<sup>12</sup> The Foundation for Critical Thinking, *Defining Critical Thinking*, <http://www.criticalthinking.org/pages/defining-critical-thinking/766>, accessed 23 Jun 2018.

<sup>13</sup> Alice Oishima, Ann Hogue, *Writing Academic English*, p. 265.

## **CHAPTER II**

### **REVIEW RELATED LITERATURE**

This chapter explains several theories that used for literature of this study. The theories consist of 4 points, they are (1) Feedback, (2) Online peer feedback, (3) Critical thinking, (4) Writing Argumentative Essay. The theories are used to analysis data in the chapter IV.

#### **A. Theoretical Framework**

##### **1. Feedback**

###### **a. Definition of Feedback**

Feedback in education is crucial for supporting and strengthening the learning process. It is an opportunity is to produce or practice the language. It is also as a communication response on students' work or performance toward the given task. The response can be oral, written, or combination of these which come from the teacher, peer (students), electronic, and etc<sup>14</sup>.

Thus, in the writing process, feedback is very important in growth control of students' writing, in helping the revision process, motivating students' writing, and improving students' learning autonomy. The output of feedback may come negative and positive. Negative feedback is a feature of unconfirmed language use of learner to norm. Positive feedback is contrast, it fulfills expectations and established to the norm. The way how to give effective feedback is a part to cover all types of feedback in order to build constructive learning.

---

<sup>14</sup> Ken Hyland, Fiona Hyland, *Feedback in Second Language Writing Contexts and Issues*, p. 117.

## **b. The Form of Feedback**

The feedback can be formed as written, oral and electronic or combination of these<sup>15</sup>. In this research will explain of written, oral and electronic as below.

### **1) Oral Feedback**

Oral feedback is feedback which usually occurs during the learning process. The oral feedback is a typical interaction which takes place in the classroom. It is a verbal interaction between teachers and students or students and students. When oral feedback occurs there are many dialogues which help students improve their learning. A model called Initiation, Response, and Feedback (IRF) has been developed in term of oral feedback<sup>16</sup>.

### **2) Written Feedback**

Written feedback is a contrast with oral feedback. If the oral feedback is natural a part of classroom setting conveying feedback orally, the written feedback requires in the written form. Like oral feedback, it also involves students' participation in giving feedback on students' written work. The written feedback usually tends after task. Therefore, teachers or students have time to think about how to give feedback toward what task is given. According to Weigle, teachers or students can provide feedback related to the contents, organizations, grammars, vocabulary or others<sup>17</sup>.

### **3) Electronic Feedback**

Electronic feedback is an innovative form of feedback. It appears when computer introduces into a classroom. The media of technology has affected and effected in

---

<sup>15</sup> *Making The Most of Feedback: One Steps Towards Getting The Most Marks You Can* (University of Salford Manchester), [http://www.salford.ac.uk/\\_data/assssts/pdf\\_file/Making-the-most-of-feedback/pdf.](http://www.salford.ac.uk/_data/assssts/pdf_file/Making-the-most-of-feedback/pdf.), accessed 3 May 2018.

<sup>16</sup> Sanja Hadzic, "Oral and Written Teacher Feedback in an English as a Foreign Language Classroom in Sweden", *Linneaus University* (2016), p. 7, <http://www.diva-portal.org/>.

<sup>17</sup> Sara Cushing Weigle, *Assessing Writing* (Cambridge: Cambridge University Press., 2002).

feedback. It also offers new possibilities for instructional innovation. The electronic feedback no need face-to-face in conveying the feedback.<sup>18</sup>

### c. The Types of Feedback

Nelson and Schunn identified there are two types of feedback, namely cognitive and affective. Cognitive feedback is more attention is given to the content of the work and performance. It involves students to summarize, specify, and explain aspect of the work during reviewing. Affective feedback concentrates on the quality of work or performance. Reviewers use affective language to praise and criticism in delivering their feedback or non-verbal language such as expression, gesture or emotional tones<sup>19</sup>.

According to Hyland and Hyland, there are some types of feedback. The types of feedback are praising, corrective feedback, suggestion, and criticism. Those are may conclude as negative and positive feedback. The criticism belongs to negative feedback. The feedback criticizes students' work, it contains negative comment which only criticism without any suggestion<sup>20</sup>. In the other side, the types of positive feedbacks such as praising, corrective feedback and suggestion. The explanation of types of feedbacks are below:

#### 1) Praising

The positive feedback provides positive comments or evaluation. A positive comment is conveyed by praising statement such as; "good job!", "you did well!" etc. It validates positive response and provides support and motivation for learning sustainability. According to Petchpraset in Sanja's book, this type of feedback helps

<sup>18</sup> Cassandra A. Branham, "Electronic Peer Feedback in a Collaborative Classroom" (University of South Florida, 2012), p. 12.

<sup>19</sup> Nelson, Melissa M. Schunn, Christian D., "The nature of feedback: How different types of peer feedback affect writing performance", *Instructional Science*, vol. 37, no. 4 (2009).

<sup>20</sup> Muhammad Sholahuddin, "An analysis of students' feedback in paragraph writing class of English Education Department UIN Sunan Ampel Surabaya", A Thesis (Surabaya: English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, 2014).

students to feel confident and focus on performance<sup>21</sup>. Generally, positive feedback provides students in order to reduce students' anxiety, self-esteem and grow students' motivation and performance. Although, Stranger also argued that not all of the feedbacks are effective. It can be a positive impact such as reduce student's anxiety if conveyed correct way. It also has a negative impact if presented in a negative or not correct way<sup>22</sup>.

## 2) Corrective Feedback

Another type of feedback is corrective feedback. It provides correcting of the mistake which students do. The corrective feedback is a result of students' analyze. This type is very beneficial for students to know what their mistake or error is. It is very important for the revision process. The corrective feedback has some categories like recast, elicitation, and explicit correction.

- Recast is a reformulation of the whole or part of learner's erroneous utterance without changing its meaning.
- Elicitation is a Reformulation request, clarification request; to check when they do not understand the word.
- The explicit correction provides learners with a correct form with a clear indication of what is being corrected<sup>23</sup>.

## 3) Suggestion

A suggestion is another category of feedback which has a purpose for positive development. The feedback contains criticism commentary for improvement.<sup>24</sup> It is also known as a productive suggestion which impacted

<sup>21</sup> Sanja Hadzic, "Oral and Written Teacher Feedback in an English as a Foreign Language Classroom in Sweden", p. 17.

<sup>22</sup> *Ibid.*, p. 7.

<sup>23</sup> Roy Lister and Leila Ranta, "CORRECTIVE FEEDBACK AND LEARNER UPTAKE: Negotiation of Form in Communicative Classrooms", *Studies in Second Language Acquisition*, vol. 19, no. 1 (1997), p. 7.

<sup>24</sup> Dana Ferris R, *Student reactions to teacher commentary on student revision TESOL Quarterly*.



constructive criticism including clear and guided action for writers.

#### **d. The Kinds of Feedback Approach**

##### **1) Teachers' feedback**

Teachers' feedback is a feedback come from the teacher. The teachers will response toward students' writing performance. The teachers' feedback has a highly valuable position for students. Some studies said that teacher's feedback is dominant than peer feedback or self-feedback. It caused many students' to see their teacher's feedback as very crucial for their improvement as a writer. Harmer also suggested teacher has some roles such as; the audience, assistant, resources, evaluator, or editor<sup>25</sup>.

Hyland also states that giving feedback in a writing context, the teacher considers not only the errors found in a piece of writing but also the response to them. Although teachers' feedback is very important, the feedback is poor quality and frequently misunderstood by students<sup>26</sup>. It is caused most of the teachers focus commenting on the content than others aspects of writing.

##### **2) Computer-Mediated Feedback**

Technology has been wide growth; it also develops a computer to be more functional. The presence of technology gives a new way in teaching and learning. The computer has an effective role in delivering and mediating feedback. It becomes more practical and efficient. The mediated communication (CMC) is a vital tool in language learning. The goal is to help learners to improve language learning activities. The CMC provides an opportunity for the learner to get corrective feedback<sup>27</sup>.

---

<sup>25</sup> Jeremy Harmer, *How to Teach Writing* (Pearson Education Limited, 2004), p. 67.

<sup>26</sup> Ken Hyland, *Second Language Learning* (Cambridge: Cambridge University Press, 2003), p. 178.

<sup>27</sup> Sabah Ibrahim Al-Olimat, "Using Computer-Mediated Corrective Feedback Modes In Developing Students' Writing Performance", *Teaching English with Technology*, vol. Vol. 15 no. 3 (2015), p. 11.

The CMC promotes collaborative learning and students' learning autonomy<sup>28</sup>. For instance Ms. Word processor, it can give learners corrective feedback in the writing context. It is very helpful when providing correction by putting the mouse pointer on the problematic words, choosing from New Comment, suggesting corrective feedback about it.

### 3) Peer feedback

Peer feedback is practice of feedback activity in education where feedback is given by peer. Peer is someone who has the same social status and the same interactions. In the educational context, they belong to the same age, and educational level like; same as students, classmate, colleges and soon<sup>29</sup>. In this research, the 'peer' is students who act as reviewers or evaluators during peer feedback practice. The students work together with their friends, it can be with two students or more in a group. Students perceive and receive the peers' work or performance. It hopes students can improve learning autonomy, critical thinking, and collaborative learning<sup>30</sup>.

## 2. Online Peer Feedback

### a. Definition of Peer Feedback

Peer feedback is an active learning involves providing opportunities for students to interact each other. The interaction between students is talk, listen, write, read meaningfully, and reflect on the content, ideas, issues, and concerns of an academic subject. It can be defined as communication where students dialogue orally or written to each other about work, performance, or standard<sup>31</sup>. During the

---

<sup>28</sup> Fasyatul Laila, "The Use of Peer Feedback to Improve Students Writing Ability through Facebook At English Department State of State Institution For Islamic Studies Sunan Ampel Surabaya", p. 24.

<sup>29</sup> Nancy Falchikov, *Learning Together: Peer Tutoring in Higher Education.*, p. 1.

<sup>30</sup> *Ibid.*, p. 2.

<sup>31</sup> Chet Meyers, Thomas B. Jones, *Promoting Active Learning. Strategies for the College Classroom*, first edition (San Fransisco: Jossey-Bass, 1993), p. 6.

process of peer feedback students are not allowed to critique each other. They listen for missing details, description, ask questions about parts that are confusing and praise what they enjoyed of peers' work of performance<sup>32</sup>. Peer feedback also referred under different names such as peer response, peer review, peer editing, and peer evaluation<sup>33</sup>. Although they have different name, they have same purpose which emphasize the activity of peers or students involvement in learning.

#### **b. Online Peer Feedback**

Strategy in teaching using technology is developed in education. It also utilize in the peer feedback which implemented in online situation. Peer feedback which implemented in online situation we can call it as online peer feedback.<sup>34</sup> Actually, online peer feedback has same meaning and process with traditional (face-to-face) peer feedback, but different some activities during the process. It is caused implemented in different situation which students interact in online mode. The interaction of online peer feedback can be applied in online discussion via application of Learning Management System (Edmodo, Schoology, Moodle, etc) or Social Media (Instagram, Facebook, Blog, etc.) which have possibility interacting between teacher and students. To get good feedback practice, Nicole and Macfarlane there are seven principles<sup>35</sup>:

- 1) Helps clarify what good performance is (goal, criteria, expected standards);
- 2) Facilitates the development of self-assessment (reflection)in learning;

---

<sup>32</sup> Reina Wakabayashi, "The Effects of the Peer Feedback Process on Reviewers' Own Writing.", *English Language Teaching*, vol. 6, no. 9 (2013), p. 6.

<sup>33</sup> Maryam Bijami, "Peer feedback in learning English writing: Advantages and disadvantages.", *Journal of Studies in Education*, vol. 3, no. 4 (2013).

<sup>34</sup> Huỳnh Minh Hiền, "The Impact of Online Peer Feedback on EFL Learners' Motivation in Writing and Writing Performance: A Case Study at Can Tho University" (Can Tho University, 2008), p. 5.

<sup>35</sup> Nicol, D.J and Macfarlane-Dick,D, *Formative Assessment and Self-regulated Learning: A model and seven principles of good feedback practices. Studies in Higher Education*.

- 3) Delivers high-quality information to students about their learning;
- 4) Encourages teacher and peer dialogue around learning;
- 5) Encourages positive motivational beliefs and self-esteem;
- 6) Provides opportunities to close the gap between current and desired performance;
- 7) Provides information to students that can be used to help shape teaching.

### c. Online Peer Feedback in Writing

Online peer feedback in writing area involves students to construct their knowledge through social sharing and interaction. It is very useful for developing cognitive and social skill of students<sup>36</sup>. It engages their reflective criticism about work or performance in writing. The feedback can be defined as input from a reader to a writer with the effect of providing information, toward their writing. In other words, it is the comments, questions, and suggestions a reader gives a writer to produce 'reader-based prose' as opposed to writer-based prose<sup>37</sup>. Therefore, it is described by previous criteria or supply feedback of each other. The aim is to increase the polishing version of a piece of written work. Through the online peer feedback, learners engage in giving feedback of critical evaluation. It purposes for exchanging help for revision. Moreover, students habited reading many peer's writing critically. The students become aware and make writing successful and eventually become more autonomous writers<sup>38</sup>. Although online peer feedback conveyed by peer/students, the role/position of the teacher cannot be separated. During the process of online peer feedback, teacher becomes facilitator and consular in helping students for successful of online peer feedback<sup>39</sup>.

<sup>36</sup> Reina Wakabayashi1, "The Effects of the Peer Feedback Process on Reviewers' Own Writing", *Canadian Center of Science and Education*, vol. Vol. 6, No. 9 (2013), p. 117.

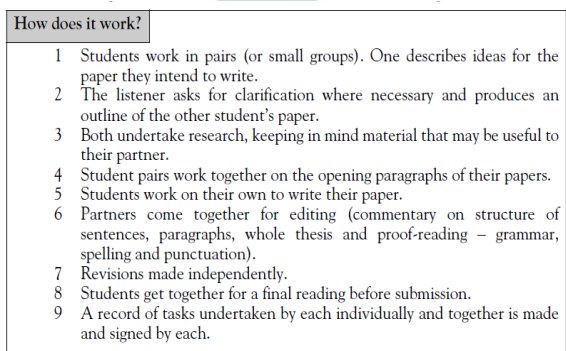
<sup>37</sup> Claudia L. Keh, "Feedback in The Writing Process: A Model and Methods for Implementation", *ELT Journal*, vol. 44, no. 4 (1990), pp. 294–304.

<sup>38</sup> Nooreiny Maarof, Hamidah Yamat and Kee Li Li, "Role of teacher, peer and teacher-peer feedback enhancing ESL students' writing.", *World Applied Science Journal*, 15 (*Innovation and Pedagogy for Life Long Learning*) (2011).

<sup>39</sup> *Ibid.*, p. 31.

#### d. Process/Procedure of Online Peer Feedback

Online peer feedback is different from traditional peer feedback. In traditional peer feedback, students and their peers will do paper-to-paper or conveying orally. According to Falchikov, the activity in traditional peer feedback will be implemented in the class as **Figure 2.1** below. Figure 2.1 Steps in implementing peer feedback



From the **Figure 2.1**, we can conclude that the process of traditional peer feedback, such as; grouping (step 1), sharing the idea (step 2-3), collaborate writing (step 4), writing (step 5), reviewing (step 6), re-reading (step 7)<sup>40</sup>. Those are the process of traditional peer feedback which has different with the process of online peer feedback.

The online peer feedback delivered through online learning. The ICT is utilized during the online peer feedback process. Students and peers should not meet face-to-face. They convey the feedback through web-based or electronic application/platform.<sup>41</sup> In the online peer feedback, students will do development of collaboration, teamwork, becoming a member of a learning community, critical inquiry, and reflection, communication skills. Moreover, in online mode, it will reduce students' anxiety. The feedback for online learners can also serve to counter feelings of disconnected or isolation while a lack of feedback can slow

<sup>40</sup> Nancy Falchikov, *Learning Together: Peer Tutoring in Higher Education*. p.87

<sup>41</sup>Jessi Choi, "Online Peer Discourse in a Writing Classroom", p. 3.

learners' progress. Therefore, the learners do not feel down when they are doing online peer feedback. It also can be motivated and might strengthen the students' capacity to self-regulate their own performances.

Liu *et al* suggested during online peer feedback students allowed to read, compare, or question ideas, suggest a modification or even reflect how well one's own work is compared with others<sup>42</sup>. The process involves cognitive functions including critical thinking is one monitor the adequacy of their work. The peer feedback related to the revision process. Reina also suggested during online peer feedback, students will access four kinds of cognitive activities or sources of information for revision: reviewing peer texts, utilizing peer comments, negotiating in peer discussion, and providing self-feedback, including processing ideas that arise through peer feedback<sup>43</sup>.

The other model of online peer feedback is promoted by Cassandra. The process of what students and teacher do will illustrate in **Figure 2.2** below<sup>44</sup>.

---

<sup>42</sup> Liu, Lin, Chiu and Yuan, "Web-based peer review: The learner as both adapter and reviewer", *IEEE Transactions on Education*, vol. 44, no. 3 (2001), p. 246–251.

<sup>43</sup> Reina Wakabayashi1, "The Effects of the Peer Feedback Process on Reviewers' Own Writing". p.178

<sup>44</sup> Cassandra A. Branham, "Electronic Peer Feedback in a Collaborative Classroom".p.2

Figure 2.2 Peer and Teacher in The Online Discussion

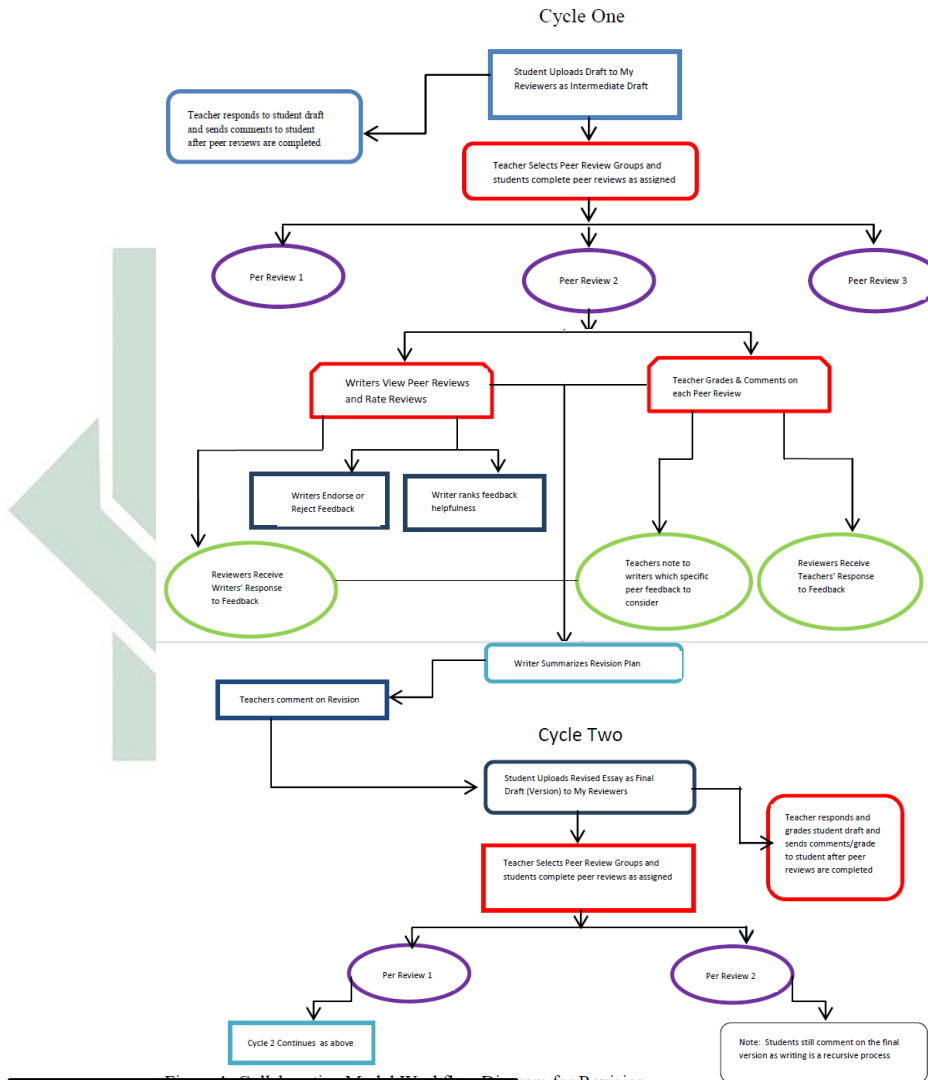


Figure 2.2 Peer and Teacher in The Online Discussion Diagram for Revision.

In **Figure 2.2**, online peer feedback activity contained some processes which include some activities. The activities categorized as three steps, such as; pre-online peer feedback, core online peer feedback, and post online peer feedback. The online peer feedback model also described the teacher's role during the process.

#### Cycle 1

- Students upload draft to the platform.
- Teacher divides students into some group and students review as assigned by the teacher.
- Students work in peer feedback group. In this step, students view and rate the peer feedback. The students do endorse or reject toward the peer feedback and rank the helpful feedback. Besides that, teacher grades and comments on each peer feedback. The teacher gives a note of specific peer feedback to students as consideration.
- Students summarizes revision plan and teacher comment on students' revision.

#### Cycle 2

- Students re-upload revision essay as the final draft in the same platform. In this step, the teacher responds and grades students' draft. The teacher gives comment/grade to students' work. Here, students have been completed peer feedback.
- Teacher divides students into some group and students do the peer review activity as assigned by the teacher.
- Students work in peer feedback group. In this step, students view and rate the peer feedback. The students do endorse or reject toward the peer feedback and rank the helpful feedback.

From this model, the activity in an online situation, the students not only get peer feedback, but they also get teacher feedback. The teacher also gives feedback facilitating the same plate form. The teacher is not only a facilitator but also involved in delivering feedback for the students. The students do some



activity like; uploading, grouping, reviewing, summarizing, and re-uploading the final draft.

Another model of online peer feedback is from Helena *et al* (2016). They defined when online peer feedback running, students' roles as writer, reviewer, and reviser. The activity will be explained below<sup>45</sup>.

- 1<sup>st</sup> session: students as a writer  
Each group consists of 3-4 students write collaboratively writing based on the outline, writing guideline and upload to the template which is designed by the teacher.
- 2<sup>nd</sup> session: students as a reviewer  
All of the students play role as a reviewer. They review their peer's writing group and collaboratively give their opinion using the same guideline.
- 3<sup>rd</sup> session: students as writer (revising process)  
Each student argues their peer's group feedback and uses it to improve their writing.

#### **e. Category of Feedback in the Online Discussion/Situation**

To know contents discussion in online peer feedback that discussed the writing task, the theory of categories of online peer feedback is used in this study. Liang (2010) found some categories of feedback found in EFL writing. Some categories of online peer feedback found in using synchronous online peer feedback group in writing text. Some categories in the online discussion are meaning negotiation, error correction, technical action, content discussion, task management, and social talk<sup>46</sup>. The next research was conducted by Choi (2014). The Liang theory of online peer feedback also uses in his research. He develops categories of discourse and found new categories. It found categories such as; meaning negotiation, constructive content discussion, error correction, and social remarks and

---

<sup>45</sup> Helena Silva, José Lopes, Caroline Dominguez, Rita Payan-Carreira, Eva Morais, Maria Nascimento & Felicidade Morais, "Fostering critical thinking through peer review between cooperative learning groups", pp. 35–36.

<sup>46</sup> Mei-Ya Liang, "Using Synchronous Online Peer Response Groups In Efl Writing: Revision-Related Discourse", *Language Learning & Technology*, vol. 14, no. 1 (2010), p. 45–64

added categories such as; organization, irrelevant opinion/information, regurgitation, general evaluation, and unclassified<sup>47</sup>.

From those categories, in this present study, the researcher will use some categories that suitable for criteria in writing argumentative text. The categories of feedback are Meaning Negotiation, Constructive Content Discussion, Error Correction, Organization, General Evaluation, and Unclassified. Those categories are selected because they involve the process of critical thinking. The selected categories will be used to know the category of feedback, so, it can answer what the contents discussion happened during online peer feedback activity. The categories will be explained below:

1) Meaning Negotiation

The participants comment on the writing to check understanding of what they read, ask for confirmation or probe for more explanation of text they read and messages that peers' feedback given. Example of the statement such as; *What do you mean by X? Can you explain more clearly about X?*, and etc.

2) Content discussion

The participants comment to propose thoughts, extend the meaning and give the suggestion that enriches the content/message of essay text. The example of the statement such as; *You can do this/that..., Add quote/content in your essay, you can add some fact or more information in your essay*, and etc.

3) Error Correction

The participants comment on error found in writing text and reformulate part of an incorrect message. It can be the comment to find the mistake with or without the example of correction. The error correction includes comment on the organization like coherence and linguistic feature of the text such as; mechanics, (spelling, punctuation, capitalization), grammar, vocabulary, and phrase/sentence structure.

4) Organization

---

<sup>47</sup> Jessi Choi, "Online Peer Discourse in a Writing Classroom".

The participants talk about the organization of the essay. The organization of paragraph arranged organized start from introduction, body paragraph and conclusion.

The introduction ends with the thesis statement. Body paragraph discusses the point, begins with the topic sentence, then, followed by supporting sentence, has supporting material (summarized information, facts, example, quotation, etc.), coherence and unity and suitable transition word. Conclusion paragraph content of summarizing main points in body paragraph or paraphrase of the thesis statement, and reader's thought about the topic. The example of the statement such as; *You missed the introduction, Need coherence here, sentence ... is not related to the last sentence*, and etc.

#### 5) General Evaluation

The students rated or comment very generally of the whole essay. It can be without reason or very short explanation and evaluation about an essay. The feedbacks of general evaluation contain praises and unhelpful feedback for revision. The example of the statement such as; *Your essay is good, Well written, You are a good writer*, and etc.

### 3. Critical Thinking

#### a. Definition of Critical Thinking

Critical thinking is the intelligently self-controlled process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.<sup>48</sup> In university level, critical thinking skills are essential abilities in using intellectual tools by which one appropriately assesses thinking. By utilizing critical thinking skills, students can use the intellectual tools that critical thinking offers the concepts and principles that enable them to analyze.

---

<sup>48</sup> Harits Masduqi, "Critical Thinking and Meaning", *TEFLIN Journal*, vol. 22, no. 2 (2011), pp. 185–200.

Critical thinking has many components. Life can be described as a sequence of problems that each individual must solve for one's self. Critical thinking skills are nothing more than problem-solving skills that result in reliable knowledge. Humans constantly process information. Critical thinking is the practice of processing this information in the most skillful, accurate, and rigorous manner possible, in such a way that it leads to the most reliable, logical, and trustworthy conclusions, upon which one can make responsible decisions about one's life, behavior, and actions with full knowledge of assumptions and consequences of those decisions.

#### **b. Characteristic of Critical Thinker**

The students who think critically will be presented with some characteristics of critical thinking. The characteristics are explained below<sup>49</sup>:

- 1) A good critical thinker will think carefully about reacting new issue.
- 2) The strong critical thinkers are able to investigate and understand a complex issue.
- 3) They have curiosity and desire to know the truth.
- 4) In communicating the idea, they will deliver clearly and logically.
- 5) Before concluding the issue, they consider multiple points of view from many sources and data.
- 6) Critical thinkers share intellectual empathy and demonstrate integrity and intellectual bravery.
- 7) They can develop reasonable conclusion through some process; analyzing, evaluating, summarizing and deducting.

#### **c. The Process of Critical Thinking**

To know the process of critical thinking, the researcher used the theory of the taxonomy of Anderson and Krathwohl's (2001) that has been revised from the taxonomy

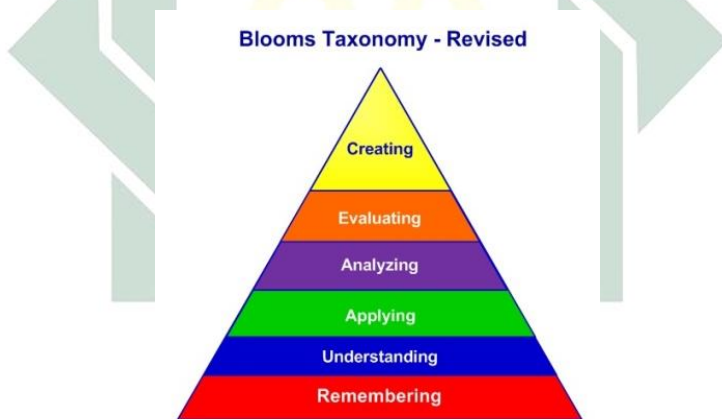
---

<sup>49</sup> "Think About ... Critical Thinking Traits & Characteristics", *Nashville State Community College; Critical Thinking Initiative*, [http://ww2.nsc.edu/criticalthinking\\_forstudents/ta\\_traits.htm](http://ww2.nsc.edu/criticalthinking_forstudents/ta_traits.htm), accessed 25 May 2018.

of Bloom (1956).<sup>50</sup> The theory involves two dimensions. They are knowledge dimension and cognitive dimension. The knowledge dimension will be explained below:

- 1) Factual knowledge is the basic elements students must know to be acquainted with a discipline or solve problems.
- 2) Conceptual knowledge is the interrelationships among the basic elements within a larger structure that enable them to function together.
- 3) Procedural knowledge is how to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.
- 4) Metacognitive is knowledge of cognition in general, as well as awareness and knowledge of one's own cognition.

Figure 2.3 Thinking types of Revised Bloom Taxonomy



The domain of the process of cognitive will be explained below in six types below:

---

<sup>50</sup> Anderson, L. W. & Krathwohl, D.R., et al, *A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives.* (2001).

## 1) Remembering

**Recognizing or recalling** knowledge, after that, retrieves relevant knowledge from long-term. Remembering is when memory is used to produce or retrieve definitions, facts, or lists, or to recite previously learned information.

## 2) Understanding

Constructing meaning from different types of functions (instructional messages, including oral, written, and graphic communication). It can be done by **interpreting, exemplifying, Classifying, summarizing, Inferring, comparing, and explaining the knowledge.**

## 3) Applying

Carrying out or using a procedure through **executing, or implementing.** Applying relates to or refers to situations where a learned material is used through products like models, presentations, interviews or simulations. The procedure used in a given situation.

## 4) Analyzing

Breaking materials or concepts into parts, determining how the parts relate to one another or how they interrelate, or how the parts relate to an overall structure or purpose. Mental actions included in this function are **differentiating, organizing, and attributing,** as well as being able to distinguish between the components or parts. When one is analyzing, he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.

## 5) Evaluating

Making judgments based on criteria and standards through **checking and critiquing.** Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. Evaluating comes before creating as it is often a necessary part of the precursory behavior before one creates something.

## 6) Creating

Putting elements together to form a coherent or functional whole; reorganizing elements into a new

pattern or structure through **generating, planning, or producing**. Creating requires users to put parts together in a new way, or synthesize parts into something new and different creating a new form or product.

The taxonomy is six cognitive levels which illustrated of the critical thinking process. The thinking process starts with low order thinking until high order thinking. The steps of remembering, understanding, and applying are categorized as low order thinking, while, analyzing, evaluating, and creating are categorized as high order thinking.

#### 4. Writing Argumentative Essay

##### a. Argumentative Essay

Argumentative essay is one of the types of essay writing which focus on presenting an issue with a rejecting opinion.<sup>51</sup> The author not only presents information but also an opinion with supporting the idea and opposing the idea.<sup>52</sup> An argumentative essay requires the authors to think critically. To write this kind of writing, students have to do investigate a topic selected, collect the data, generate and evaluate the evidence, after that, establishing a position on the topic briefly.<sup>53</sup> So, in writing the text the authors have to have a deep understanding of the topic based on data and fact.

Generally, Argumentative Essay consists of four components<sup>54</sup>, they are;

- 1) A statement of the issue
- 2) A statement of one's position on that issue
- 3) Arguments that support one's position
- 4) Rebuttals of arguments that support contrary positions

Mostly method in writing teaching approach of the argumentative essay consists of five paragraphs, they are<sup>55</sup>;

<sup>51</sup> Alabi, V.A., Babatunde, S.T. (eds), *The Use of English in Higher Education* (Ilorin: General Studies Division, University of Ilorin, 2009)..

<sup>52</sup> Oya Ozagac, *Argumentative Essay*, [www.buowl.boun.edu.t](http://www.buowl.boun.edu.t), accessed 23 May 2018.

<sup>53</sup> Jack Baker, Allen Brizee, Elizabeth Ange, *Argumentative Essay*, <https://owl.english.purdue.edu>, accessed 23 May 2018.

<sup>54</sup> Brooke Noel Moore, Richard Parker, *Critical Thinking*, ninth edition (McGraw-Hill, 2009), p. 87.

<sup>55</sup> Jack Baker, Allen Brizee, Elizabeth Ange, *Argumentative Essay*.

- 1) An introductory paragraph
- 2) Three evidentiary body paragraphs include of supporting the idea and opposing idea.
- 3) The last conclusion paragraph

#### **b. The Process of Writing Argumentative Essay**

Writing is not as simple as putting text on paper. It needs a long process from planning until producing the final version of the writing. According to Oishima, the process of writing consists of four steps to get good writing<sup>56</sup>. The explanation is below:

##### 1) Prewriting

Prewriting is the step of getting ideas. In this step, a writer decides what topic they choose to write. Here, the writer also collects many kinds of ideas that will be a material to write.

##### 2) Organizing

The next step is organizing ideas into a simple outline. A writer tries to arrange ideas in the prewriting process into a simple outline by writing the topic sentences.

##### 3) Writing

Students start to write a rough draft based on the outline that has been written before. The writer focuses on writing the ideas down on paper. Writer arranges the word becomes a good sentence, and good sentences become a good paragraph without thinking about grammar, spelling, or punctuation.

##### 4) Polishing: Revising and Editing

After writing the ideas down on paper, the writer starts to polish what have written. The writer starts to check errors of the essay. This step is divided into two steps. First is revising. It corrects the content and organization of paragraph. Then the writer works to correct grammar, punctuation, and mechanics.

#### **c. Criteria Evaluating of Argumentative Essay**

To assess or evaluate the writing there are some aspects as a reference. According to Rambo, the major aspects to evaluate an essay are; Thesis and Thesis Statement, Organization, Support

---

<sup>56</sup> Alice Oishima, *Introduction to Academic Writing*, fourth edition (Longman: The Longman Academic Writing Series, 2007).



and Developments of Ideas, Insight into Subject, Clarity, Style, and Mechanic.<sup>57</sup> Attali and Burstein stated grammar, usage, mechanics, style, organization, development, vocabulary and word length are important criteria to be assessed.<sup>58</sup> The research was done by stating that the most important criteria to evaluate argumentative writing are contents (effective argumentation, audience awareness, audience invocation), organization (coherence and cohesion), and components of language skills (syntax, vocabulary, style, and mechanics). While based on *Graduate Skill*,<sup>59</sup> in the rubric of Argumentative Essay must consist of some criteria as below;

- 1) Analysis of Arguments
- 2) Organizations of essay
- 3) Justification of points of view
- 4) Language
- 5) Reference

---

<sup>57</sup> Randy Rambo, *Evaluation and Grading Criteria for Essays* (2018), <https://www2.ivcc.edu>, accessed 23 May 2018.

<sup>58</sup> Yigal Attali, Jill Burstein, "Automated essay scoring with e-rater V.2.0", *Journal of Technology, Learning, and Assessment*, vol. 2 (2006).

<sup>59</sup> "Argumentative Essay: Introduction", *Graduate Skills*, [http://graduateskills.edu.au/.../Argument-Essay\\_Introduction.../ih](http://graduateskills.edu.au/.../Argument-Essay_Introduction.../ih), accessed 24<sup>th</sup> May 2018.

## B. Previous Studies

This research inspired by previous studies in the past. The previous studies have been investigated about online peer feedback in writing argumentative text and critical thinking context. In this chapter, some related theories are explained.

The first study related to the study conducted by Gao *et al.*, "A Model Critical Peer Feedback to Facilitate Business English Writing Using Qzone Weblogs Among Chinese Undergraduates". The purpose of this study is to explore critical thinking skills in peer feedback for Business writing. The online peer feedback is to facilitate producing quality of peer feedback and quality of Business writing. The subject of this study is six junior university students majoring in Business English for one semester in a Chinese university. This research used qualitative research. The research found the process of critical thinking in online peer feedback or we can call as critical peer feedback as four steps, "intake", "critical thinking", "output", and "post output". Those processes had several mental processes in critical peer feedback. The research also found category of feedback. In critical peer feedback, categories of feedbacks are error correction, discourse analysis, pragmatic functions, rhetoric features, affection, style, and syntax<sup>60</sup>.

The second previous study is "Online Peer Discourse in a Writing Classroom". Choi examined the types of feedback that occurs in online peer feedback through the Blackboard learning platform. This study also examined explicit guidance and affected activity in quality peer feedback. Furthermore, the research also explored the important elements facilitating the production of quality online peer feedback. In analyzing the data, the researcher used a coding scheme from Liang (2008). Although non-constructive peer feedback dominated the online interaction, it has a positive impact of explicit instructions and training. The explicit instructions and training appear to bring about a higher percentage of meaning-change revision. The important elements that useful in facilitating the production of quality online peer feedback are

---

<sup>60</sup> Gao Xianwei, Moses Samuel, Adelina Asmawi, "A Model Critical Peer Feedback to Facilitate Business English Writing Using Qzone Weblogs Among Chinese Undergraduates", *Malaysian Online Journal of Educational Technology*, vol. 4, no. 4 (2016).

providing continuous training, grading peer comments and having set-up preparation for the peer review process<sup>61</sup>.

The next related to the present study was done by Jennifer. The title of the study is “Using Peer Feedback in Online Discussions to Improve Critical Thinking”. The purpose of the study is to know students’ perception of impact the online peer feedback strategy in terms of providing and receiving feedback and the impact of it which is measured by a critical thinking skill test. This study used a mix method. Pre-test and post-test to the participants to know improvement of students’ critical thinking before and after doing online peer feedback in writing activity. The result of the study shows that online peer feedback activity impacted the cognitive skill students, especially in the process of critical thinking. The process of critical thinking impacted on their learning the peer feedback process on discussion post through the reception and provision of the feedback and the process also occurred as they prepared the feedback for their peer. The participant described that they reach “awareness” of critical thinking and majority students changes at a higher level referred as an impact of the activity. Unfortunately, *The California Critical Thinking test*, the test did not describe the significant improvement of critical thinking’s students after doing online peer feedback. It showed that the measurement test that the researcher used is not good to use<sup>62</sup>.

The last previous study is under title “Fostering critical thinking through peer review between cooperative learning groups” that was done by Helena *et al.* The objective of the study is to analyze students’ perception and attitude in higher institution toward peer review activity in writing. The result showed that Collaborative group by peer feedback activities develops various cognitive and social skills. The activity contributes the individual work, and improve their final work which reflect the process of evaluating and creating. All participants do both as author and reviewer revealed positive attitudes and perceptions about the feedback in a cooperative environment and agreed on changing the roles was important. With this activity, students do a general and specific analysis of their work. The important role is students can

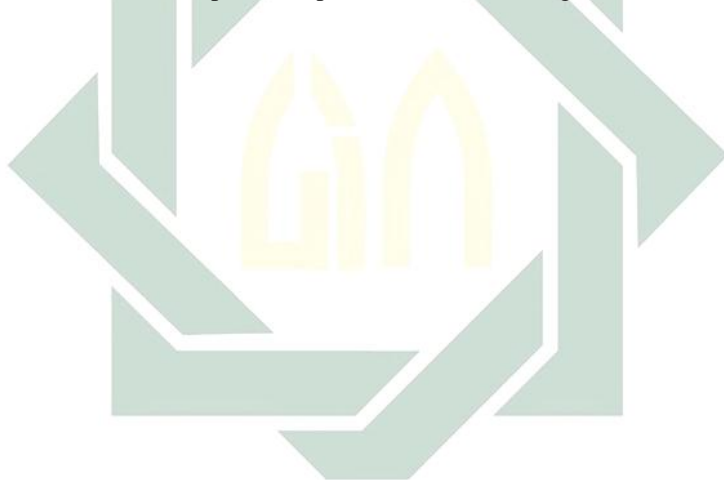
---

<sup>61</sup> Jessi Choi, “Online Peer Discourse in a Writing Classroom”.

<sup>62</sup> Jennifer C. Richardson, Peggy Ertmer, James Lehman, Timothy Newby, “Using Peer Feedback in Online Discussions to Improve Critical Thinking”, Purdue University (2015).

develop critical thinking (giving feedback) and synthesis skill and specifically skills of synthesis, argumentation, and counter-argumentation, integration and respect for different perspectives and views, individual accountability, acceptance of different opinions and learning autonomy<sup>63</sup>.

Most of the researcher also examined how the online peer feedback effects in quality students' writing and quality of writing itself and improve students' critical thinking. The focus of this study will be different from previous studies above. This study will investigate how the online peer feedback activity in facilitating critical thinking skill and it will explore the activities are. Then, the researcher will explore what contents discussion in the online peer feedback as impacted of process critical thinking.



---

<sup>63</sup> Helena Silva, José Lopes, Caroline Dominguez, Rita Payan-Carreira, Eva Morais, Maria Nascimento & Felicidade Morais, "Fostering critical thinking through peer review between cooperative learning groups".

## CHAPTER III RESEARCH METHOD

This chapter provides the research procedure in analyzing online peer feedback activity in facilitating critical thinking and categories of peer feedback on Instagram, followed by (1) research design, (2) research subject, (3) research setting, (4) data and source of data, (5) data collection technique, (6) research instrument, (7) data analysis technique, and (8) research stages.

### A. Research Design

This research used a qualitative method in case study research design. According to Lee, a case study research is a type of qualitative research which focuses on a single unit (a particular person, group class, school or entire community)<sup>64</sup>. Wallace argued the aim is to explore the subject at a detailed description and deep understanding of a case<sup>65</sup>. Bassie said that a case study involves the collection and record data including the preparation report and presentation of a case or cases.<sup>66</sup> In this study, the case was the implementation of online peer feedback on writing argumentative text in Written English A. Therefore, the researcher investigated the process of online peer feedback activity in facilitating students to think critically. Critical thinking was selected to be examined because it affected in writing argumentative process which needs critical thinking skill. Moreover, in Written English A, online peer feedback activity is a new teaching writing technique which was implemented by the lecturer with utilizing Information and Communication Technology (ICT).

---

<sup>64</sup> Sandra Lee McKay, *Researching Second Language Classrooms* (Lawrence Erlbaum Associates, 2006), p. 71.

<sup>65</sup> Michael J. Wallace, *Action Research for Language teachers*, twelfth edition (United Kingdom: Cambridge University Press, 2008), p. 164.

<sup>66</sup> Michael Bassie, *Case Study Research in Educational Setting* (Phladelpia: Open Univesity Press, 1999), p. 25.

## **B. Research Subject**

The subject of this research was students and students' documents of Written English "A" academic year 2017/2018. Actually, there are 3 classes of Written English in this department, but "A" class is the only one class which implemented online peer feedback (OPF) activity. As much as 6 six students from 29 students of the class were selected randomly as informants. They have same experience and knowledge about the task. They represented enough information of the process of online peer feedback in facilitating critical thinking. The students' documents (screenshot pictures) of online peer feedback interaction from 6 students are chosen randomly. The students' documents consisted interaction of students in giving and responding peers' feedback on Instagram. The feedback interaction represented diverse feedbacks from 29 students. During the task of online peer feedback activity, students have a responsibility to giving feedbacks to 6-8 different essays of their classmate. So, they have a schedule to comment or give feedback toward different essay.

## **C. Research Setting**

The study conducted in Written English "A" of English Teacher Education Department at the Sunan Ampel State Islamic University of Surabaya. The university located at St. Ahmad Yani 117, Surabaya.

## **D. Data and Source of Data**

### **1. Data**

In conducting this study, the data of this research was information of the process which collected from interview and categories of feedback which collected from data analysis and documentation.

### **2. Source of Data**

For the first research question data obtained through an interview to as many as 6 students of Written English A academic year 2017/2018. While for the second research question data obtained through documentation of students interaction of online peer feedback activity on Instagram and

document analysis from students' documents (screenshot picture) of written feedback.

## E. Data Collection Technique

This study uses a case study approach. Actually, there are some techniques to collect the data. But, this study only required interview and document analysis.

### 1. Interview

The interview purposes to get information in depth. The informants answered questions in conversation. Semi-structured interview model was chosen to get deep specific personal information and engender relax atmosphere. Its purpose reduced misunderstanding or lack of understanding can be immediately sorted.<sup>67</sup> The interview was to answer the first and as supplementary of the second research questions. The researcher interviewed six students of Written English A. The interview process was done by direct interview to the participants. It was to obtain the deep information of activities about the process online peer feedback.

### 2. Documentation

The second data collection technique was documentation which the researcher got from students' Instagram account. The documentation consisted of students' feedback interaction toward peers' essays. According to the lecturer, students collected their argumentative text drafts in some Instagram hashtags namely; #argumentativewriting1, #argumentativewriting2, #argumentativewriting3, and #argumentativewriting4. Through the Instagram application, the researcher got data of category feedbacks. It was to answer the second research question.

### 3. Document Analysis

The researcher collected the data from observation to the document. Through observation, the researcher can perceive the data accurately and clearly.<sup>68</sup> In this study, the researcher did the indirect observation to document or document analysis to collect the data. The researcher observed documents of screen-

---

<sup>67</sup> Michael J. Wallace, *Action Research for Language teachers*, p. 147.

<sup>68</sup> *Ibid.*, p. 104.

shot pictures which had been collected from the documentation. The document analysis used to answer the second question which to know the categories of peer feedback in online peer feedback activity.

## F. Research Instrument

Data are required to undertake the findings. The data was obtained through the following instruments;

### 1. Interview Guideline

The interview guideline was used to get information guided. The information contained students' views and experience related questions list.<sup>69</sup> The instrument was used to answer the first research question and as supplementary of the second question. It provided 9 questions about process online peer feedback activity in facilitating students' critical thinking (See appendix 1). The interview guideline was adapted from a journal from *Gao et al* which related to the theory in chapter 2.<sup>70</sup> It was used to get information to answer the first research question. The research involved 6 students of Written English A. The open-ended question was presented in Bahasa Indonesia. It aimed to make informants relax and easy to answer and share their idea and experience. The interview was finish conducted in October, 12<sup>th</sup> 2018.

### 2. Document Analysis

Documentation was written data related particular aspects from research subjects. It can be a personal document, etc code, proposal, letter, diary and soon. It also named as picture documents which belong to visual record category.<sup>71</sup> In this present study, the document analysis was used to collect data to answer the second research question. The document of screenshot pictures which the researcher got from students' Instagram account was observed/analyzed to know the category of feedback on Instagram. The document observation adapted from Liang (2014) to identify categories of peer feedback in

<sup>69</sup> Michael J. Wallace, *Action Research for Language teachers*, p. 147.

<sup>70</sup> Gao Xianwei, Moses Samuel, Adelina Asmawi, "A Model Critical Peer Feedback to Facilitate Business English Writing Using Qzone Weblogs Among Chinese Undergraduates".

<sup>71</sup> Michael J. Wallace, *Action Research for Language teachers*, p. 72.



online peer feedback activity, meaning negotiation, content discussion, error correction, organization and general evaluation (See appendix 3).

## G. Data Analysis Technique

The study used a qualitative method. The data was analyzed and described by the researcher. The data analysis technique came from Matthew B. Miles and A. Michael Huberman used in describing the information.<sup>72</sup> They stated that there are four data analysis activities. The activities are data collection, data reduction, data display, and verification.

### 1. Data collection

The researcher collected the data through a data collection technique; interview, document analysis, and documentation. The interview was conducted to answer the first research question. While the document analysis and documentation was used to answer the second research question.

### 2. Data reduction

The researcher conducted process to sort important information from data collection. After the data collected, the researcher sorted suitable information to answer the research question. The data may obtain from interview transcripts and document analysis result. At this stage, researcher tried and discarded all irrelevant information from the interview, document analysis and documentation that did not support research questions, but do ensure that researcher have access to it later if required, as unexpected findings may need to re-examine some data previously considered unnecessary.

### 3. Data display

The researcher displayed the selected data. To draw conclusions from the mass of data, Miles and Huberman suggest that a good display of data, in the form of tables, charts, networks, and other graphical formats. The researcher also could use graphic, matrix, network, and chart to display understood data. The researcher measure from the field then supported data found by the researcher from the field, so that

---

<sup>72</sup> M.B. Miles and A.M. Huberman, *Qualitative Data Analyss: A Sourcebook of New Methods* (1984: California: Sage Publications, Inc), p. 22.

the finding is valid. The display data that usually used in this analysis is narrative text.

#### 4. Verification

Researcher began to develop conclusions regarding the study. Drawing the Conclusion is the temporary result during the study. Then the researcher checking and verifying it between the beginning of conclusion and final conclusion with the proofs and the research finding. The finding is a description.

### **H. Research Stages**

The researcher conducts several steps in doing the research, they are:

#### 1. Preliminary Research

The researcher did a short interview to some students and observation with students' peer feedback interaction in students' account Instagram. Most of the students were actively interaction in giving and responding feedback toward peer essay. The interaction in giving and responding feedback was commenting on students' argumentative essay. The activity of online peer feedback can develop critical thinking students. Moreover, it can help train students' critical thinking. Therefore, the researcher decided to find out what is online peer feedback activity facilitate students' critical thinking. The categories of feedback during online peer feedback as a result of critical thinking were also examined. The Written class "A" academic year 2017/2018, the only one class, which had been implemented online peer feedback activity was selected as the subject of the study.

#### 2. Decide the Research Design

Before going to the research design, the researcher wrote the title and research question first. Next, the researcher described the phenomenon and limited the focus of the study. The researcher decided to design along with the outline of the research.

#### 3. Conduct The Research

##### a. Checking the validity of the instruments

The researcher asked a lecturer to validate instruments to get valid data. The valid instruments were interview guideline, document observation, and documentation.

b. Collecting Data

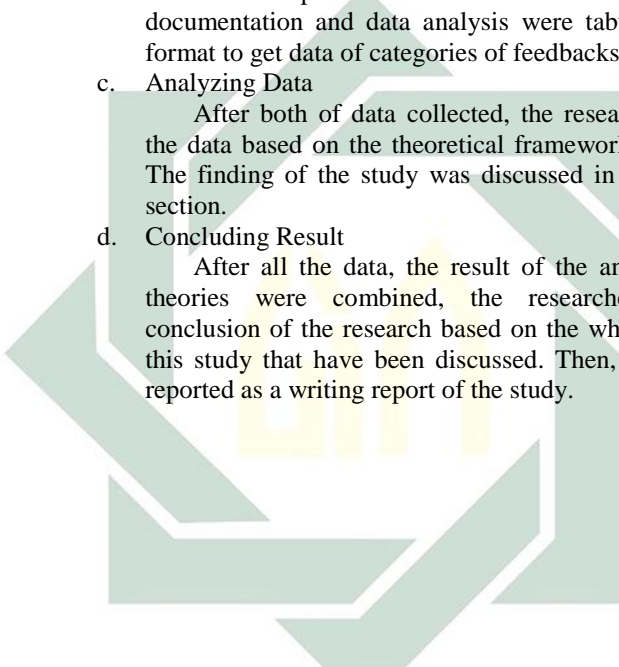
The data collected data from the interview, and document analysis. The data came from the interview to 6 students and 6 documents consisted of feedbacks interaction from 29 students of Written English A. The data which collected from interview was transcribed to get data of the process. The data which collected from documentation and data analysis were tabulated in table format to get data of categories of feedbacks.

c. Analyzing Data

After both of data collected, the researcher analyzed the data based on the theoretical framework in chapter 2. The finding of the study was discussed in the discussion section.

d. Concluding Result

After all the data, the result of the analysis and the theories were combined, the researcher made the conclusion of the research based on the whole sections of this study that have been discussed. Then, the researcher reported as a writing report of the study.



## CHAPTER IV RESEARCH FINDING AND DISCUSSION

In this chapter presents the result of this study. It is divided into two sections, (1) finding and (2) discussion. The finding describes data that the researcher obtained from documents analysis and interview to the subjects, while discussion presents the researcher's response to the findings and the correlation with the theories in chapter II.

### A. Finding

#### 1. The Process of Online Peer Feedback Activity Facilitates Critical Thinking

##### a. The Process of OPF Activity

The researcher interviewed six cases students of Written English "A" of English Teacher Education Department at UIN Sunan Ampel Surabaya concerning the students' process of online peer feedback activity in the Instagram. According to Falchikov, in peer feedback activity, students did the process of grouping, sharing the idea, collaborative writing, writing, reviewing and re-reading<sup>73</sup>. In this research, the researcher focused on the cognitive process of peer feedback in the online situation. Regarding Wakabayashi, the cognitive process of online peer feedback activity is reviewing peer texts, utilizing peer comments, negotiating in peer discussion, and providing self-feedback<sup>74</sup>. During online peer feedback, students played role as writers and reviewers<sup>75</sup>.

---

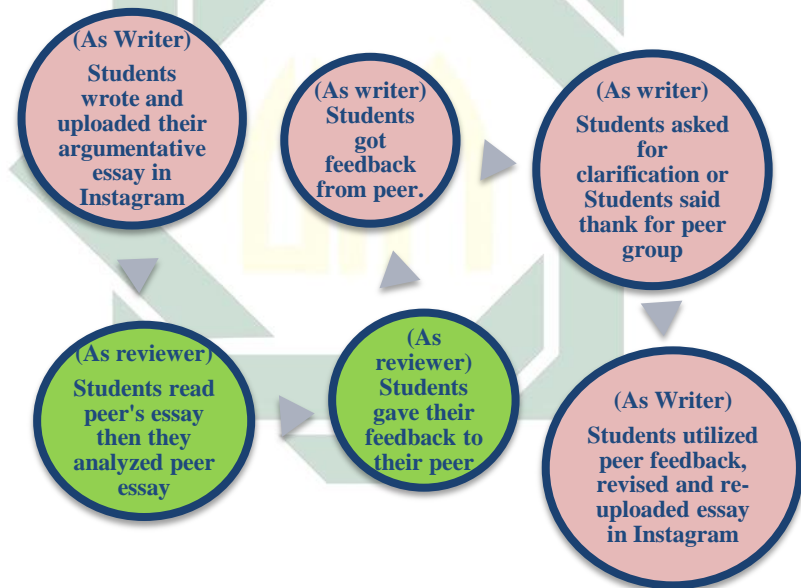
<sup>73</sup> Nancy Falchikov, *Learning Together: Peer Tutoring in Higher Education*.p.87

<sup>74</sup> Reina Wakabayashi1, "The Effects of the Peer Feedback Process on Reviewers' Own Writing". p.178

<sup>75</sup> Helena Silva, José Lopes, Caroline Dominguez, Rita Payan-Carreira, Eva Morais, Maria Nascimento & Felicidade Morais, "Fostering critical thinking through peer review between cooperative learning groups".

The study found that when students conducted peer feedback in an online discussion, they were playing the role as a writer and a reviewer during this process. While the students of the process of OPF activity, they did some activities such as preparing peer feedback, conveying and responding feedback, and using feedback in the revising process. **Figure 4.1** below is presented to draw the whole process of students' activities in online peer feedback on Instagram.

**Table 4.1 Students' Online Peer Feedback Activities on Instagram**



The activities in **Table 4.1** are found during the online peer feedback based on the interview with six case students as the participants. The students' activities represented the process of online peer feedback activity which occurred in Instagram. The green color was the

activity of students as reviewer while the pink color was activity of students as writers.

1. Activities before commenting on peers' essay  
First, students wrote the task of writing an argumentative essay on Instagram. The essay was completed with a suitable picture in a post. After they posted the essay, their peer read and analyzed. Before commenting peer' essay, students understood their peer' essay, then they were able to analyze peer essay.
2. Activities when commenting on peers' essay  
After getting material for feedback, students who played the role as reviewers commented essay or gave feedback to their peer. Students who played the role as writer responded to their peer group. They interacted to each other to ask for clarification or say thank toward peers' feedback. After that, they utilized feedback for revised their essay. During commenting peers' essay, students and their peer interacted to each other.
3. Activities after commenting peer' essay  
Afterward, their revised essay using peer feedback, they revised their mistake and used suggestion from peer feedback. After the revision process was done, they re-uploaded their essay on Instagram in a new post without deleting previous essay (draft).

Based on interview to 6 six students, during online peer feedback activities, the lecturer played role as a facilitator. The lecturer also needed a meeting in the real class to accommodate and monitor students' activity in the online discussion. It was to know how far students' understanding about peers' feedback/comments in the online discussion and helping in differentiating and evaluating peer feedbacks for revision plan in the real discussion. The teacher also played role as a consular, to help students when they got difficulties during the online

peer feedback activity. She helped them to define the peer feedback to be rejected or received for revision text. Although the online peer feedback collaborated with traditional peer feedback and teacher feedback, the data only explored students' peer feedback activities in the online situation which was the limitation of this study.

In conclusion from those activities in the online situation, the process was known as six processes. The process of OPF activity began from preparing feedback, conveying feedback and utilizing feedback for the revision process. The process OPF activity was reading to understanding peers' essay, analyzing peers' essay, giving feedback, responding to peers' essay, utilizing feedback and revising peer essay.

b. The Process Online Peer Feedback Activity Facilitate Students' Critical Thinking

The researcher tried to connect the process of online peer feedback activities with the critical thinking types. It was to know what the process of online peer feedback activity in facilitating critical thinking. The participants of this study, who were university students, have enough knowledge of the critical thinking. It means the six case participants have aware to think critically and characteristic of critical thinker in receiving information such as feedbacks and comment.

*"...is how to think systematically and critical thinking also need deep analyzing."*  
(Cited from interview transcript/CPI/17 Sept., 2018)

Bloom Taxonomy Revised (2001) was adopted to know the process of students' online peer feedback reflected types of critical thinking. The critical thinking had six types which every type having different characteristics. The three lower types such as remembering, understanding, and applying presented of

the low order of thinking of students. While three top types such as analyzing, evaluating, and creating, are presenting a high order of thinking. The activities of online peer feedback were reflective of types of critical thinking<sup>76</sup>.

When reading to understanding, they did the cognitive process of remembering, understanding and applying. When analyzing many essays from their peers' group, they used the cognitive process of analyzing, evaluating and creating. Then, in the core activities of OPF involved them to play two roles, as a reviewer and a writer. They did the activity of social sharing in order to deliver evaluations toward their peer's essay and understand to message of peers' feedback. Here, they did the cognitive process of understanding and evaluating. In the last session, they did the more complex process, utilizing feedback and revising essay. When utilizing the peer feedback, they did the cognitive process of analyzing and evaluating. Meanwhile, in the revision process, they did the cognitive process of applying and self-evaluating to their revised essay.

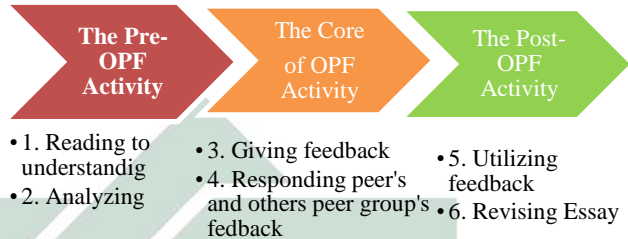
The whole of critical thinking types appeared during online peer feedback activity. It showed that online peer feedback facilitates students' critical thinking during the activities in the online situation. The types of critical thinking were synthesized to activities of the process of online peer feedback. The synthesizing of the activities and the critical thinking types were presented in **Table 4.2** below.

---

<sup>76</sup> Anderson, L. W. & Krathwohl, D.R., et al, *A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives.* .).



**Figure 4.2 Process of Online Peer Feedback Activity**



From **Figure 4.2** the researcher defined the process of online peer feedback activity facilitates critical thinking. The process formed of three sessions. The first was preparation activity namely pre-OPF activity. The second was core OPF activity, which students and their peer interactions to each other. The last was post-OPF activity was the completion of the activity. The explanation of the process of OPF activity in facilitating critical thinking was as follows.

#### a) **Pre-OPF Activity**

The first session was pre-online peer feedback. As a reviewer, participants did a review process. Before giving feedback to their peer, they did preparation process. In the reviewing process contained activity of reading to understanding and Analyzing peer's essay.

##### 1. Reading to understanding Peers' Essay

In Instagram, the essay was called as "caption". The essay was completed with suitable a picture with a topic. Before commenting peer essay, as a reviewer, they read to understanding. It was to understand the message in the essay. Most of the informants said that

before commenting peer essay they must read carefully and repeatedly. The statement was as below.

*"...after that, we must read the essay for many times and understood it..."*

*(Cited from interview transcript/CP3/11 Oct., 2018)*

*"Before gave feedback, I read and look at the title of the essay. Sometimes I read it twice in order to understand well in reading, analyzing, and giving suitable feedback."*

*(Cited from interview transcript/CP5/04 Oct., 2018)*

Every student had responsibility to read many essays around 6-9 essays from different writers of peer feedback group. The peer essays were the same topic with others. The Pre-OPF activity involved students to read many essays in some topics. It can build a reading schedule for students who were aware of the task. In contrast, there was one informant saying that if the dateline came or when they were lazy reading the essay, she only read it then comment to peer's essay.

*"...because I just read the essay then, I comment it..."(Cited from interview transcript/CP2/04 Oct., 2018)*

It showed that there was also some students which was not aware of reading activity. It caused some many essays that must they read.

At this stage, students "enter" the information they read from their argumentative essay text. They perform three levels of activities from low order thinking (LOT) in Revised Bloom's Taxonomy, namely, "remembering, understanding, then applying" to execute the information they get. In the first activity, namely "Students read to understand peer's

essay", they began reading to understand the text of his friend. They begin to "understand" the ideas, messages/content in the writing, the organization of the text used, etc. When understanding the text they also "recalled" their knowledge in writing essay text arguments. This activity refers to the ability to "understand" and "apply" the feedback in writing an argumentative essay.

## 2. Analyzing Peers' Essay

After they understood message of peer essay, then they started to analyze their peer essay in order to provide quality feedback. During reading to understanding and analyzing, they applied their knowledge and experience about writing an argumentative essay. When reviewing the peer's essay, they analyzed peer essay applying their knowledge and experience of the material/rule of an writing argumentative essay. It was to know what kinds of mistakes or idea for improvement writing an argumentative essay. So, after doing the activity of read to understanding and analyzing, they are able to create an idea for feedbacks.

*"...afterward we can find which one we think is lacking, just comment on it..." (Cited from interview transcript/CP3/11 Oct., 2018)*

*"...when analyzing our peer essay based on my understanding and knowledge that I learned." (Cited from interview transcript/CP3/11 Oct., 2018)*

Here, they began analyzing to find mistake in peer essay. Afterward, they evaluated the essay, then creating (preparing) correction of error found and suggestions for improvement. The activities reflected the activities of "analyzing, evaluating and creating",

which is a High Order Thinking (HOT) in Revised Bloom's Taxonomy.

## b) Core OPF Activity

The next session was the core activities of online peer feedback. In this session, the participants (students) played two roles as writers and reviewers. When they played a role as a reviewer, they gave feedback to peer essay. While as a writer, they responded to the peer group's feedback. The responses between peer and students were to ask for clarification and say thank. During the core activities of OPF, they communicate with each other to help in finding and evaluating mistake, asking for questions, delivering suggestion and praising the peer's work.

### 1. Giving Feedback to Peers' Essay

When they played a role as reviewers, they had a responsibility to give feedback for improvement writing to their peer essay. They gave feedback of strangeness and weakness of essay.

*"...in giving feedback we must have reason, like strangeness or weakness of our peers' essay." (Cited from interview transcript/CP2/04 Oct., 2018)*

Moreover, they also commented on the error that they found in the peer essay.

*"...I commented based on mistakes that they wrote..." (Cited from interview transcript/CP3/11 Oct., 2018)*

Most of the students stated, before commenting peer essay they praised to peer work. It was to motivate students in writing and give a sense of

politeness. Then, they gave feedback of criticism, correction or suggestion for improving writing. After that, they wrote the feedbacks or we can call as “comments” in the comment column under the caption. They gave one comment in every peer’s essay, but diverse feedbacks or/and same feedback with other peer groups. They commented on error correction, organization, content discussion, etc.

*“...I commented on the organization of the text, grammar, correlation of thesis statement with the whole of content of the text.” (Cited from interview transcript/CP2/04 Oct., 2018)*

Based on the interview to CP4, if she did not find any mistakes, she would be re-explained more detail to other peer groups feedbacks.

*“...If I did not find a mistake or suitable mistake after I read, sometimes I re-explained from my friends’ feedback...” (Cited from interview transcript/CP5/04 Oct., 2018)*

CP2 also did same, but she was more detail in re-explaining the peer group’s feedback. She gave more explanation by adding an example.

*“...If I was lazy to read or not found any mistake, I re-explain previous comment/feedback from my friends. ... Yes, I also added what is lacking...” (Cited from interview transcript/CP2/04 Oct., 2018)*

## 2. Playing Role As Writer, Responding to Peers’ Feedback

When they played roles as writers, they got many feedbacks or comments from their peers’ group. In addition, Instagram is public social media platform which has a possibility for anyone can read and

comment freely. It caused the participants not only got feedback from their peer group but also from their Instagram friends “followers” who are having interest in the topic of the essay.

*“Instagram is public, so everyone can see and read, and if I upload it on my Instagram (posted). There were many pros and cons about my argument, so there are many people who say that even though they were not from the class. They were enthusiast when I uploaded it and they give me feedback for my essay.”(Cited from interview transcript/CP3/11 Oct., 2018)*

Consequently, they got many feedbacks from many people, of course, many diverse comments content also. It triggered students to filter critically to define rejected or received of the feedback.

Since Instagram is public social media, they did social interaction like responding feedback. There are two kinds of response, asking for clarification and saying thanks. The participants ask for clarification if they do not understand well about the feedbacks and disclaim or re-explain. Most of students who disclaim of the peer feedback did not aim to debate but to ask peer explaining more detail.

*"I was waiting for comments from my friends. If my commented was the same as friends' comments, my comment was correct, but if my friends comment on something else, then my comment was wrong. So I comment again. But if my friend didn't understand the feedback, I would explain in the comments column again. "(Cited from interview transcript / CP2 / Oct. 04, 2018)*

*"Yes, I don't argue about that, but rather asking for an explanation from their feedback, sometimes someone misses the point." (Cited from interview transcript / CP5 / Oct. 04, 2018)*

When getting feedback, most of the students did not argue critique of peer feedback/comment. They responded positively by giving comments to their peer. It also gave politeness response and social interaction to their peer.

*"Yes, I received all of comment...and saying thanks to them..." (Cited from interview transcript/CP5/04 Oct., 2018)*

Here, they did process cognitive process "understanding" to peers' feedback. It showed by activity of responded toward peers' feedback group. They ask questions if they did not understand and say thank if they had got the point of feedback.

### **c) Post-OPF Activity**

The last session was post-online peer feedback activity. Participants played a role as writer, got many diverse feedbacks from many people. Thus, they filtered critically by evaluating each feedbacks. It was to find correct feedback for a revision plan.

#### **1. Utilizing Peer Feedback**

They executed feedbacks for the revision process. The feedback selected based on need and suitable or not for their mistake. They differentiate feedbacks into helpful and unhelpful feedback.

*"No, Miss. To the point. If I help directly, I'll use it. If not already."*

*(Cited from interview transcript/CP4/04 Oct., 2018)*

After that, they discuss the feedback directly in the column of comment and real class with lecturer and classmate. This activity was to clarify or check to understand of students toward peer groups' feedback. It was to accommodate/complete activity in online discussion. In this session, the teacher also helped students if they got difficulties in identifying the suitable feedback or for the revision process.

*"... after discussion in a real class, we distinguished which one was suitable for the revision of our essay with the same one. If it was not used, it was not used for revised my essay..." (Cited from interview transcript / CP5 / Oct. 04, 2018)*

Based on the statement of CP5, feedback that is not widely used is feedback that comments on the strength of the essay. It was indicated that students need correction, criticism or suggestion than praise feedback for the revision process.

*"... most of the good feedback was not used..."(Cited from interview transcript / CP5 / Oct. 04, 2018)*

During the discussion, the participants read and show the feedbacks which belong to both categories. Then, they decided to reject and receive feedback for revision plan.

Most of the students used feedback from their peer. They believed that feedback was very helpful for revising their essay. Although all of the feedback was very helpful, they really needed feedback of



error correction and suggestion. Meanwhile, the feedback of praise was not used in revising their essay.

In utilizing feedback, they conducted the cognitive process of analyzing and evaluating. Students executed feedback into helpful and unhelpful feedback. They criticized the feedback. They compared one feedback with others to get suitable feedback. They also clarified the feedback in the real class with other person/classmate and their teacher. It was to define what were feedbacks that they rejected or received. they conducted the cognitive process of analyzing and evaluating.

## 2. Revising Essay

The participants did not play a role as a reviewer, but only as a writer. After getting material for revision plan, they applied the selected feedbacks for the polishing process.

*"After receiving feedback, I revised according to the feedback and mistakes I got from friends." (Cited from transcript interview / CP3 / Oct. 11, 2018)*

The revising step, they attack the big issues of content and organization, while editing step, concentrated on smaller issues such as correcting error grammar, punctuation, spelling, etc. They revise and edit the essay regarding the mistake that they found from the peer. It was possible for them to revise the whole of the essay if their mistake was very fateful. CP2 said that their friends wrong in understanding the theme. Consequently, her friends had to revise a whole of the essay.

When the essay was completely revised and edited, they rewrote the revised essay in a new post. Same with the previous post, they wrote the revision essay completely with a suitable picture of the essay (caption). Then, they reposted the essay. Although the participants still commented to the revision essay, those comments (feedbacks) did not use again. So, they did not revise again, even though getting new feedbacks than before.

*"... yes I rewrote again on Instagram after being revised, then it was uploaded again ..."* (Cited from interview transcript / CP2 / Oct. 04, 2018)

Meanwhile, in “revising essay”, they did the cognitive process of applying and self-evaluating. During revision process, they applied selected feedback to their essay. They also did self evaluation toward their essay until the essay was good enough for re-uploaded again.

During the whole OPF activities, students did some process of online peer feedback activity in facilitating students’ critical thinking. The process is reading to understanding peers’ essay, analyzing peers’ essay, giving feedback, responding to peers’ feedback group, utilizing feedback, and revising the essay. From the whole process of online peer feedback, the critical thinking proposed by Revised Bloom Taxonomy appeared. The critical thinking types are remembering, understanding, applying, analyzing, evaluating, and creating. From those activities, critical thinking types that dominant appeared during online peer feedback activity was analyzing and evaluating.

Related to the previous study, this study found the same some activities with the previous study which

conducted by Gao *et al*<sup>77</sup>. Their research also conducted research on online peer feedback which related to critical thinking. In their research, during the OPF activity, students did the process of “intake” and “critical thinking”. The “intake” and “critical thinking” process were some processes with activity when “before commenting peer essay” or we can call as “pre-OPF activity”. It was a process of students’ understanding peers’ essay. The second process was commenting peer essay. In their research, they found processes of “output” or commenting on writing by conveying feedback in form of written feedback. It was some with the process of “commenting peers’ essay” or we can call as “core OPF activity” which was conveying feedback. In this research found the addition process. It was responding to feedback which was not found in Gao *et al*’s study. The last was “post-output”. It was same with the process of “after commenting feedback” or we can call as “post-OPF activity” where students’ did revise process to their essay.

## 2. The Category of Peer Feedback in OPF Activity on Instagram

The second research question examined of categories of feedbacks on Instagram. The researcher analyzed documents of students’ interaction on Instagram using instruments of documentation and documents observation. In analyzing categories of feedback in writing text, there are some categories proposed by Liang such as; meaning negotiation, constructive content discussion, error correction, and social remarks and added categories such as; organization, irrelevant opinion/information, regurgitation, general evaluation, and unclassified<sup>78</sup>. But, this study was just focused on feedback related to students’ writing. So, categories of feedback which did not relate to students’ writing such social remarks,

---

<sup>77</sup> Gao Xianwei, Moses Samuel, Adelina Asmawi, “A Model of Critical Thinking to Facilitate EFL Writing in Online Context”, *TechnoLEARN*, vol. 6, no. 1 (2016).

<sup>78</sup> Mei-Ya Liang, “Using Synchronous Online Peer Response Groups In Efl Writing: Revision-Related Discourse”.

irrelevant opinion/information, regurgitation, and unclassified did not use.

During the core activities online peer feedback, students did many activities which express many kinds of the types of critical thinking. From those activities, students produced feedbacks (comments). Before producing the quality of feedback the students did some activities that involve critical thinking. Moreover, critical thinking types of “analyzing, evaluating, and creating” were dominated. Consequently, the feedback (comments) that they produce became feedback were absolutely important to be explored to know what categories of peer feedback.

Before students did the online peer feedback activities, they wrote an argumentative essay as caption completely with a suitable picture. Then, they commented to peers’ work. They conveyed feedback by writing the feedback in column comment. The documents consist of students’ writing and feedback interaction become documents of this study. The documents were obtained from students Instagram account after the activity of online peer feedback completely done.

Every student got so many feedbacks from their peers relating their argumentative essay. Therefore, the researcher wants to know what categories of feedbacks in an online discussion in learning of writing an argumentative essay. The researcher examined the data by document analysis, as much as six documents selected randomly were analyzed. The documents were screenshot interaction between students and peer group in Instagram.

There were 5 categories of feedback appeared in OPF activity on Instagram. The categories are (1) meaning negotiation, (2) constructive content discussion, (3) error correction), (4) organization), (5) general evaluation. The explanation for every category of online peer feedback is presented below.

**a. Meaning Negotiation**

In this category, the participants comment to ask for more explanation for students’ work or students’

feedback. The statement that appeared in online peer feedback was

“What does repetition mean?” (Cited from document CP3/3).

The statement was asking for more explanation toward an explanation of peer feedback because she did not get the point of peer feedback. In this category, students conducted process of critical thinking “understanding” toward peer essay. So, CP3 commented to ask for clarification to her peer.

#### b. Content Discussion

The participants commented on the content of the essay. The feedback was to propose the thought and give the suggestion to enrich the content of the essay. For example, this feedback commented on the content essay which more concerned on “teaching certification” rather than “teaching license”. Thus, students who played a role as reviewers suggested read more sources.

lailatzkyh (15) [REDACTED]  
[REDACTED] But in this essay you just focus to explain about "teaching certification" rather than "teaching license". Actually both of them are different, so you can read more sources to makes your essay better 😊

(Cited from document CP1/11/4)

There was also participants comment about the explanation about the text. This feedback was praise toward content of peer’s essay. Because the student feel enjoys reading the peer essay.

larasayuningtyasm (25) [REDACTED]  
[REDACTED]  
[REDACTED]. It's also supported by having great idea in developing your explanation and providing the examples. That's pretty good. [REDACTED]

(Cited from document CP5/2/3)

In commenting “content discussion, students commented on the content of peer’s essay. The students who played role as reviewer gave respond to peers’ essay. They propose thought and suggestion to enrich the content of the essay.

### c. Error correction

The feedbacks belonged to the category which commenting for giving correction of the error found in the essay. The feedbacks corrected error of linguistics feature such as grammar. This example of feedback gave feedback to correct on the grammatical error in peer’s essay.

febryolabkw (14) [redacted] but I find some error sentences such as 'to forming, to improving', it is better if you change the sentence become 'to form, to improve' without add -ing.

(Cited from document **CP1/1/4**)

This was an example of feedback which students gave feedback to change error spelling in their peer’s essay. The student also gave the correct example of the word.

“...But some words are wrong in writing letters like the 'standart' (standard)...”

(Cited from document **CP2/5/3**)

This feedback was a suggestion to their peer to reduce comma on their essay. This feedback was given because students found punctuation error on peers’ essay.

nyuksss (17) [redacted]  
[redacted] But I see comma too much. It will be better if you set your word to become the good sentence. And you can reducing the comma

(Cited from document CP1/11/4)

In addition, others error correction commented on phrase/sentence. Students comment on the wrong structure.

ittaqy.taf (23) [redacted]  
[redacted] and also need to put more addition word. For example in your conclusion "they will understand the language of the technology, they will get a provision..." if you put the addition it will be more clearly "they will undersrand the language of the technology and will get..."

(Cited from document CP5/15/3)

When commenting on error correction, students analyzed something error in peer's essay. The error was linguistic features such as; grammar, punctuation, spelling, structure of phrase and sentences. Here, students analyzed carefully every word/sentence in peer's essay. They gave correction of the error by suggestion and correct example. So, the critical thinking that appeared in this category was "analyzing".

#### d. Organization

In the category of organization, participants comment on the organization of essay. The students commented and gave suggestion about the structure of the text such as the introduction, body, and conclusion of the paragraph. They comment about the structure of writing of refutation and counterclaim in every paragraph. In addition, they also comment coherence and unity of the text. The form

of feedback in this feedback was praise and suggestion to enrich 'organization' of peers' essay.

realmuham2 (7) ~~\_\_\_\_\_~~ Actually, your body paragraph can be debated but your title cannot be debated. and for your introduction is not balanced because it's just 3 sentences while the other paragraphs have more than 3 sentences. Your body paragraph is good because there is a refutation in every paragraph. and last for your conclusion has included all the pieces of information but it's better for u to conclude without repeating the previous sentences.

(Cited from document CP4/1/2)

Students who comment on this category paid attention to the correct structure of the essay. They have enough knowledge and understanding of rules on the writing genre argumentative text. The category presented of students of learning of how to achieve good writing. Commenting on the category of 'organization' was an activity of critical thinking of understanding, analyzing, and evaluating.

**e. General evaluation**

The last category is 'general evaluation'. They comment on the whole of essay generally. The feedback did not mention what are aspects of writing. The feedback consisted of students' feeling enjoy during reading peer's essay. The example of this feedback praised peers essay very general without mention aspects of writing.

elvira hmaa (2) ~~\_\_\_\_\_~~ your essay is overall good i can get what you want to say through this essay and it is understandable. ~~\_\_\_\_\_~~

~~\_\_\_\_\_~~

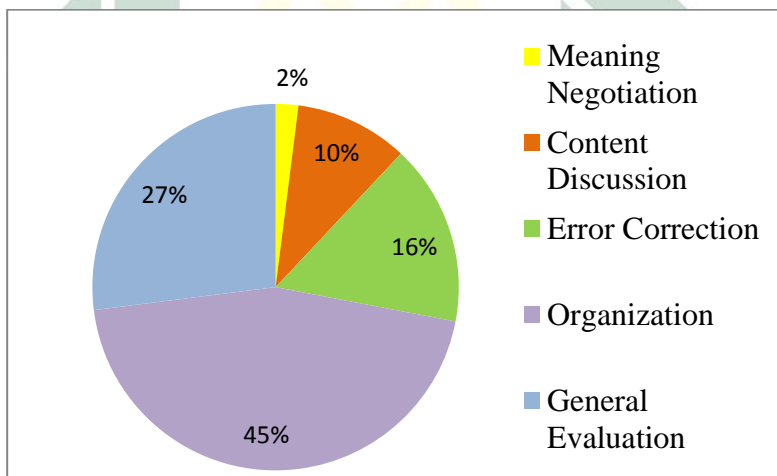
(Cited from document CP6/2/2)



Most of the feedback, they did not give meaningful feedback. The feedbacks consisted of praising of the essay and work. This category of feedback was related to the essay, it did not help students in the revising process. It caused there was no additional information for the revised essay. Although it did not help in the revising process, the feedback gave a polite sense in commenting essay. This feedback, formed of praise toward peers' work can impact on students' confidence in writing.

To know what the categories of peer feedback that mostly appeared in an online discussion on Instagram, the result of the frequency of feedbacks are presented as Figure below:

**Figure 4.4 Frequencies of the Categories of Online Peer Feedback**



The explanation of the frequency of online peer feedback appeared on Instagram is describe below.

**a) Organization**

In commenting on peer essay in an online discussion, the participants mainly concern on organization text. It showed the frequency of the feedback 75 statements from the total statement (164). It caused the participants and peers still learn how to write argumentative text in good structure. Written English A is class to learn to arrange the many kinds of writing; therefore, the main concern is how to construct the text in good structure.

**b) General Evaluation**

Most students write about general evaluation before delivering feedback. The general evaluation has the frequency of 27% with 45 statements. Although it is unhelpful feedback for revision, general evaluation was conveyed to give polite sense by praising the peers' work when conveying criticism feedback.

**c) Error Correction**

While the others feedback type is error correction. The frequency of error correction is 16% with 27 statements. In the comment the peer essay, the participants and peer are not only giving a suggestion for aware to the mistake of spelling, punctuation, grammar or mechanics but they also mostly give an example of correct word or phrase. It makes the participants and peer easier and faster in revising their own essay draft.

**d) Content Discussion**

The content discussion has percentage 10% or 16 total statements in the online discussions. In a case online discussion of CP2, the peer did not comment about the aspect of contents. It indicated that the content of essay from the case participants did not need suggestion to enrich the content. Furthermore, based on the interview, the main concern in writing argumentative of the text is still in the step of creating an organization of the text structure among

supporting the idea, refutation, and counterclaim in each paragraph. Thus, they are still in the step of understanding the coherence and unity of paragraph. The step of executing the content of the text is not concerned with the learning.

#### e) **Meaning Negotiation**

The last is meaning negotiation. This feedback type appears 1%. This type only appears once specifically in case participant of CP3's online discussion. The case participant response to the peer in order to get more explanation of feedback she got. It is caused the participant do not find a specific mistake. In the online discussion, the students got many diverse feedbacks from their peer.

According to Liang, there were many categories found in online discussion. The categories are meaning negotiation, error correction, technical action, content discussion, task management, and social talk<sup>79</sup>. However, in this study, the feedbacks were identified into some categories. They were meaning negotiation, content discussion, organization, error correction, and general evaluation. From those categories, the feedback of 'organization' showed the result of dominant from the total categories. The frequency is 45%. It showed that during OPF activity, students deep attentive to the organization of the text an argumentative essay. If compared with the previous study that conducted by Choi, all of categories such as negotiation, content discussion, organization, error correction, and general evaluation appeared<sup>80</sup>. But, in Choi's study, he found the unhelpful feedback was more dominant appeared rather than helpful feedback.

---

<sup>79</sup> Mei-Ya Liang, "Using Synchronous Online Peer Response Groups In Efl Writing: Revision-Related Discourse", *Language Learning & Technology*, vol. 14, no. 1 (2010), p. 45-64

<sup>80</sup> Jessi Choi, "Online Peer Discourse in a Writing Classroom".

## B. Discussions

In this section, the researcher describes a discussion about findings that explain before. Afterward, those findings are related to the theories in chapter II. This discussion deals with the research questions of this study. They are “What is the process of online peer feedback activity in facilitating students’ critical thinking?” and “What the categories are of peer feedback in online peer feedback activity on Instagram?”

In first research question used the theory from Reina (2016) to know OPF activities. The theory of critical thinking that proposed as Revised Bloom Taxonomy (2001) was used to know what OPF activities in facilitating students’ critical thinking. Then the second research question uses the theory of online peer that proposed by Liang (2008). It is to know what categories of peer feedback as a product of critical thinking on Instagram.

### 1. The Process of Online Peer Feedback Activity Facilitates Critical Thinking

#### a. The Process of OPF Activity

This study found the process of OPF Activity consisted of three sessions. The sessions were pre-OPF activity, the core of OPF activity, and post-OPF activity. During those sessions, students did the process such as; reading to understanding peers’ essay, analyzing peers’ essay, giving feedback, responding to peers’ essay, utilizing feedback and revising peer essay. They were a structural process which students conducted during OPF activity in the online situation.

According to Wakabayashi, the process of OPF activity which facilitates cognitive process was reviewing peer texts, utilizing peer comments (feedbacks), negotiating in peer discussion, and providing self-feedback<sup>81</sup>. So, the process of “negotiating in peer discussion” and “providing self-feedback” was not found in the process of OPF activity. The did “negotiating in peer discussion” not found in this study, was indicated during

---

<sup>81</sup> Reina Wakabayashi1, “The Effects of the Peer Feedback Process on Reviewers’ Own Writing”. p.178

core OPF activity where students meet in the online discussion, students aimed to help clarifying miss detail and helpful information. So, they did not aim to negotiate with peers' feedback. Most of the students also stated that in getting the feedback they just received and response ask for clarification and say thank. Then, after the discussion in online was finish, then start to utilized peer feedback to get feedback based on they need. When selecting peer feedback, they provide feedback from additional discussion with their classmate and teacher. Thus, the process of "providing self-feedback" was not found.

On the other hand, a previous study conducted by Gao *et al*, found the same process but slightly different from the process of OPF activity. The process was "intake", "critical thinking", "output" and "post output"<sup>82</sup>. Those activities found the same process with this presence study but under different name. "Intake" was the same process with "reading to understanding" which student understood message of peers' essay. "Critical Thinking" was similarly with "analyzing". The students analyzed peers' essay to know/find mistakes for suggestion or correction. In the process of "Output" as well as "giving feedback", which students meet in online discussion to interact to each other Gao *et al* more deep examined about mental process of OPF activities in "output". It was also make different with present study which did not examine in mental process. The last was "post output", which was the process of "utilizing feedback and revising essay". In the "post output" more deep examined which it found specific process. The different of the study which conducted by Gao *et al*, indicated that process was the same activity of OPF activity in facilitating students' writing even though using different media, blogs.

---

<sup>82</sup> Gao Xianwei, Moses Samuel, Adelina Asmawi, "A Model of Critical Thinking to Facilitate EFL Writing in Online Context".

b. The Process of OPF Activity in Facilitating Students' Critical Thinking

Regarding the findings which were obtained from interview to students, the researcher found that OPF activity facilitates students' critical thinking. The process that students did reflected critical thinking types. Based on the findings, the process of online peer feedback could be categorized as the following three steps. The steps were pre-OPF activity, the core activities of OPF, and post-online peer feedback activity. The process of thinking that proposed by Revised Bloom Taxonomy appeared during OPF activity. The critical thinking types appeared during OPF activity such as remembering, understanding, applying, analyzing, evaluating, and creating. Moreover, analyzing and evaluating were the most dominant types during OPF activity. It was indicated that OPF activity was able to facilitate students' critical thinking with the process of thinking to produce high-quality feedback.

According to Wakabayashi, the process of OPF activity which facilitated cognitive process were reviewing peer texts, utilizing peer comments (feedbacks), negotiating in peer discussion, and providing self-feedback<sup>83</sup>. The process of "Negotiating in peer discussion and providing self-feedback", in this presence study did not run well.

Since during the OPF activity on Instagram, students responded did not aim to negotiate but more to ask for clarification toward unclear feedback. When they disagree with peers' feedback, mostly they just received it by saying thank without saying their disagreement or "providing self-feedback" in online discussion.

Thus, critical thinking of evaluating which presented an interaction of critiquing activity to peers' comment/feedback was not found during the process of

---

<sup>83</sup> Reina Wakabayashi 1, "The Effects of the Peer Feedback Process on Reviewers' Own Writing".

“giving feedback”. They just delivered feedback as result of evaluation of process “analyzing peer feedback”. “Giving feedback” and “Responding peers’ group feedback” was not represented of critical thinking of evaluating. It was more emphasize to process of understanding and social skill. Consequently, in the core of OPF activity, students did not reflect critical thinking types like the process of “negotiating in peer discussion”. It caused students did not negotiate during OPF activity. Interaction among students did not reflect the activity of negotiation or deep discussion in evaluating every feedback which was written in comment coloumn. The students just wrote/gave feedbacks for peers’ essay. While students who played a role as writers which has the responsibility in responding to peers’ feedback, responded in order to ask for clarification and say thank. Those activities were not a process of negotiating.

The results of the study stated similar to the research which conducted by Gao *et al* which found the process of “intake”, “critical thinking”, “output” and “post output”<sup>84</sup>. This was the same with the previous explanation in the section of the process of OPF activity but, here more emphasized on critical thinking. As explained in the description before that research from Gao *et al* resulted the same process but under a different names. “Intake” involved students to do critical thinking process of remembering, understanding and analyzing toward peers’ essay. “Critical Thinking” which was similarly with “analyzing”, students conducted critical thinking types of applying, evaluating toward peers’ essay. Critical thinking type of creating was a reflection of formulated suitable feedback in form of suggestion/correction/praise to their peer. In the process of “Output” as well as “giving feedback” and “post output” which was similar to “utilizing feedback and revising essay”, Gao *et al* more

---

<sup>84</sup> Gao Xianwei, Moses Samuel, Adelina Asmawi, “A Model of Critical Thinking to Facilitate EFL Writing in Online Context”.

deep examined about mental process of OPF activities which this present study not examined it.

## **2. The Category of Peer Feedback in OPF Activity on Instagram**

The second research question explored the types of the online peer in writing an argumentative essay using Instagram as a platform. In this study found five categories of feedbacks in the online discussion. The categories of feedbacks appeared meaning negotiation, content discussion, error correction, organization, and general evaluation. All of selected the feedbacks categories appeared in OPF activities on Instagram. As mentioned in the findings, the results of this study found the results of 45% organization, 27% general evaluation, 16% error correction, 10% content discussion and 2% meaning negotiation.

The feedback category "organization" was the dominant one in OPF activities. The feedback category "organization", students gave feedback / commented on the structural paragraph of argumentative text. The content of feedback, it can be a suggestion or praise of organization paragraph of peer's essay such as; introductory, body paragraph and conclusion. This result indicated that majority of students delivered helpful feedback for their peers' essay. The feedback showed that it helped the learning process of how to arrange good structure paragraph. It was suitable with the purpose of the learning process which train students to be able to identify and differentiate organization pattern of the argumentative essay<sup>85</sup>.

Another category that helps make revisions was error correction and content discussion. These three feedbacks was the feedback categories that appeared most during OPF activities. Therefore, it can be said that the feedback category was very supportive in learning to write arguments. While feedback categories such as meaning negotiation and general evaluation, appear less during online peer feedback activities. It

---

<sup>85</sup> Diah Kamilasari Putri, "Satuan Acara Perkuliahan Written English" (2017).



was caused both categories of feedback do not provide useful feedback for the revision process.

From the results of this study showed participants were more inclined to provide feedback. that helped than unhelp feedback for the revision process. Participants who were college students in the writing class were aware of the instructions given by the lecturer to provide feedback on the argumentation essay. Most of the students understood what should they did before comment and give feedback to peer essay for improvement writing process. This awareness influenced students to the process of critical thinking in producing quality feedback. Therefore, online peer feedback was very helpful for the learning process of writing, that was producing quality feedback in building critical thinking.

Research that conducted by Liang stated more varied results. Feedback categories such as error correction, meaning negotiation, and general evaluation were seldom found, while content discussion, organization, and general evaluation were predominated in the online discussion<sup>86</sup>. This result of the study found the same indication with this present study which OPF activity can trigger students to learn writing argumentative text. It was known from the feedback category that dominant commented on the content discussion, organization, and general evaluation.

Other similar previous studies were also conducted to find out the tendency of college students to provide feedback on online peer feedback activities with different results. The results of this study have similar results to the research conducted by Gao *et al*, who examined online peer feedback with different a genre of writing as an object. In the study found categories of feedback are error correction, discourse analysis, pragmatic functions, rhetoric features, affection, style, and syntax<sup>87</sup>. The result of the study stated OPF activity resulting in the constructive feedback for the revision process.

---

<sup>86</sup> Mei-Ya Liang, "Using Synchronous Online Peer Response Groups In Efl Writing: Revision-Related Discourse".

<sup>87</sup> Gao Xianwei, Moses Samuel, Adelina Asmawi, "A Model of Critical Thinking to Facilitate EFL Writing in Online Context".

It was indicated that participants of this study aware of learning writing.

The research which was conducted by Choi found the different result of others. The research stated that the dominant feedback categories during similar activities were un-useful feedback. The feedback categories were general evaluation/praises, social remark, and irrelevant opinions. While feedback categories that help in revision processes such as content discussion, organization, and error correction did not dominate during peer feedback online activities<sup>88</sup>. According to the results of the research, it was caused by a difference of the characteristics and level of competence of students. It also indicated that different instruction also effected.



---

<sup>88</sup> Jessi Choi, "Online Peer Discourse in a Writing Classrom".

## CHAPTER V CONCLUSION AND SUGGESTION

This chapter presents (1) conclusion of findings and (2) suggestion related to online peer feedback in facilitating students' critical thinking.

### A. Conclusion

Finally, it can be concluded that the process of online peer feedback (OPF) activity in facilitating students' critical thinking consists of three steps, namely pre-OPF activity, the core activities of OPF, and post-OPF. From the whole steps, students conducted process of (1) reading to understand and (2) analyzing peer essays, (3) giving feedback to peers and (4) responding to peers' feedback, (5) utilizing peer feedback, and (6) revising essays. When "read to understand", they did the cognitive process of remembering, understanding and applying. When students' "analyzing" many essays from their peers group, they used the cognitive process of analyzing, evaluating and creating. Then, in the core of OPF activity involved students to play two roles, as reviewers and writers. They interacted to each other in the online discussion. When "giving feedback", they delivered evaluation toward their peer's essay and "responding to peers' feedback", to understand to message of peers' feedback. Here, they did the cognitive process of understanding and evaluating. In the last session they did more complex process, utilizing feedback and revising essay. When "utilizing peer feedback", they conducted the cognitive process of analyzing and evaluating. Meanwhile, in "revising essay", they did the cognitive process of applying and self-evaluating. The whole process of OPF involved students to think critically. The activities of remembering, understanding, applying, analyzing, evaluating, and creating were found during the process. During the process of OPF, the feedback categories are also observed. The categories of peer feedback which found such as; meaning negotiation, constructive content discussion, error correction, organization, and general evaluation. Among these categories, feedback on "organization" is the most dominant in OPF activity on Instagram.

## **B. Suggestion**

After doing the research, the researcher gives some suggestion for lecturer of Written English class, students and further researcher. The points of suggestions are in order to get good quality of online peer feedback activity and critical thinking for the learning process. The points of suggestions are following below:

### 1. To Lecturer of Written English Class

It is essential for a lecturer to introduce material and give training about critical thinking. It is to support students in critical thinking correctly. It is hoped to make them know how the steps and what should they prepare for executing information they get for a writing activity. Thus, it will support learning, especially in writing argumentative text which involves critical thinking ability.

### 2. To Students

It is important for the lecturer to give online classroom contract before online peer feedback begins. It is in order students to do the task effectively and make discussion in online more actively. Furthermore, adding written guideline of criteria will help students in commenting on students 'writing. Therefore they can give correction and useful feedback more specifically and suitable for students' writing mistake for improvement writing. Thus, the feedback they give is feedback need for students in learning writing. Most students identified linguistic features and organization of the text. It is hoped students can also executing the content of the text.

### 3. To Further researcher

It is essential for the further researcher to do the next research about the influence and effectiveness of online peer feedback in the development of critical thinking. In addition, some weaknesses of this research can be used for research as a reference for online peer feedback activity in another context of learning another context facilitating critical thinking.

## REFERENCES

- Alabi, V.A., Babatunde, S.T. (eds), *The Use of English in Higher Education*, Ilorin: General Studies Devison, University of Ilorin, 2009.
- Alice Oishima, *Introduction to Academic Writing*, fourth edition, Longman: The Longman Academic Writing Series, 2007.
- Alice Oishima, Ann Hogue, *Writing Academic English*, fourth edition, Pearson, 2006.
- Anderson, L. W. & Krathwohl, D.R., et al, *A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives. .)*, 2001.
- “Argumentative Essay: Introduction”, *Graduate Skills*, [www.graduateskills.edu.au](http://www.graduateskills.edu.au), accessed 24 May 2018.
- Brooke Noel Moore, Richard Parker, *Critical Thinking*, ninth edition, McGraw-Hill, 2009.
- Cassandra A. Branham, “Electronic Peer Feedback in a Collaborative Classroom”, University of South Florida, 2012.
- Chet Meyers, Thomas B. Jones, *Promoting Active Learning. Strategies for the College Classroom*, first edition, San Fransisco: Jossey-Bass, 1993.
- Claudia L. Keh, “Feedback in The Writing Process: A Model and Methods for Implementation”, *ELT Journal*, vol. 44, no. 4, 1990.
- Dana Ferris R, *Student reactions to teacher commentary on student revision TESOL Quarterly*, p. 1995.

- Diah Kamilarari Putri, “Satuan Acara Perkuliahan Written English”.
- Fasyatul Laila, “The Use of Peer Feedback to Improve Students Writing Ability through Facebook at At English Department State of State Institution For Islamic Studies Sunan Ampel Surabaya”, State Islamic for Islamic Studies Sunan Ampel Surabaya, 2011.
- Gao Xianwei, Moses Samuel, Adelina Asmawi, “A Model Critical Peer Feedback to Facilitate Bussiness English Writing Using Qzone Weblogs Among Chinese Undergraduates”, *Malaysian Online Journal of Educational Technology*, vol. 4, no. 4, 2016.
- , “A Model of Critical Thinking to Facilitate EFL Writing in Online Context”, *TechnoLEARN*, vol. 6, no. 1, 2016.
- Harits Masduqi, “Critical Thinking and Meaning”, *TEFLIN Journal*, vol. 22, no. 2, 2011.
- Helena Silva, José Lopes, Caroline Dominguez, Rita Payan-Carreira, Eva Morais, Maria Nascimento & Felicidade Morais, “Fostering critical thinking through peer review between cooperative learning groups”, *Revista Lusófona de Educação*, 2016, <https://www.researchgate.net/publication/304154097>.
- Huỳnh Minh Hiền, “The Impact of Online Peer Feedback on EFL Learners’ Motivation in Writing and Writing Performance: A Case Study at Can Tho University”, Can Tho University, 2008.
- Jack Baker, Allen Brizee, Elizabeth Ange, *Argumentative Essay*, <https://owl.english.purdue.edu>, accessed 23 May 2018.
- Jennifer C. Richardson, Peggy Ertmer, James Lehman, Timothy Newby, “Using Peer Feedback in Online Discussions to Improve Critical Thinking”, Purdue University.
- Jeremy Harmer, *How to Teach Writing*, Pearson Education Limited, 2004.

Jessi Choi, "Online Peer Discourse in a Writing Classrom", *International Journal of Teaching and Learning in Higher Education*, vol. 26, 2014.

Ken Hyland, *Second Language Learning*, Cambridge: Cambridge University Press, 2003.

Ken Hyland, Fiona Hyland, *Feedback in Second Language Writing Contexts and Issues*, Cambridge University Press, 2006.

Liu, Lin, Chiu and Yuan, "Web-based peer review: The learner as both adapter and reviewer", *IEEE Transactions on Education*, vol. 44, no. 3, 2001.

*Making The Most of Feedback: One Steps Towards Getting The Most Marks You Can*, University of Salford Manchester, [http://www.salford.ac.uk/\\_data/assessts/pdf\\_file/Making-the-most-of-feedback/pdf.](http://www.salford.ac.uk/_data/assessts/pdf_file/Making-the-most-of-feedback/pdf.), accessed 3 May 2018.

Maryam Bijami, "Peer feedback in learning English writing: Advantages and disadvantages.", *Journal of Studies in Education*, vol. 3, no. 4, 2013.

M.B. Miles and A.M. Huberman, *Qualitative Data Analyiss: A Sourcebook of New Methods*, 1984: California: Sage Publications, Inc.

Mei-Ya Liang, "Using Synchronous Online Peer Response Groups In Efl Writing: Revision-Related Discourse", *Language Learning & Technology*, vol. 14, no. 1, 2010, pp. 45–64, accessed 8 Aug 2018.

Michael Bassie, *Case Study Research in Educational Setting*, Phladelphia: Open Univesity Press, 1999.

Michael J. Wallace, *Action Research for Language teachers*, twelveth edition, United Kingdom: Cambridge University Press, 2008.

- Muhammad Sholahuddin, "An analysis of students' feedback in paragraph writing class of English Education Department UIN Sunan Ampel Surabaya", A Thesis, Surabaya: English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, 2014.
- Nancy Falchikov, *Learning Together: Peer Tutoring in Higher Education.*, 1st Edition, Kindle Edition edition, Routledge, 2001.
- Nelson, Melissa M. Schunn, Christian D., "The nature of feedback: How different types of peer feedback affect writing performance", *Instructional Science*, vol. 37, no. 4, 2009.
- Nicol, D.J and Macfarlane-Dick, D, *Formative Assessment and Self-regulated Learning: A model and seven principles of good feedback practices. Studies in Higher Education.*
- Nooreiny Maarof, Hamidah Yamat and Kee Li Li, "Role of teacher, peer and teacher-peer feedback enhancing ESL students' writing.", *World Applied Science Journal, 15 (Innovation and Pedagogy for Life Long Learning)*, 2011.
- Omid Noroozi, HarmBiemans, and Martin Mulder., "Relations between scripted online peer feedback processes and quality of written argumentative essay", *The Internet and Higher Education*, vol. 31, 2016.
- Oya Ozagac, *Argumentative Essay*, [www.buowl.boun.edu.t](http://www.buowl.boun.edu.t), accessed 23 May 2018.
- Randy Rambo, *Evaluation and Grading Criteria for Essays*, 2018, <https://www2.ivcc.edu>, accessed 23 May 2018.
- Reina Wakabayashi, "The Effects of the Peer Feedback Process on Reviewers' Own Writing.", *English Language Teaching*, vol. 6, no. 9, 2013.



- Reina Wakabayashil, "The Effects of the Peer Feedback Process on Reviewers' Own Writing", *Canadian Center of Science and Education*, vol. Vol. 6, No. 9, 2013.
- Roy Lister and Leila Ranta, "CORRECTIVE FEEDBACK AND LEARNER UPTAKE: Negotiation of Form in Communicative Classrooms", *Studies in Second Language Acquisition*, vol. 19, no. 1, 1997.
- Sabah Ibrahim Al-Olimat, "Using Computer-Mediated Corrective Feedback Modes In Developing Students' Writing Performance", *Teaching English with Technology*, vol. Vol. 15 no. 3, 2015.
- Sandra Lee McKay, *Researching Second Language Classrooms*, Lawrence Erlbaum Associates, 2006.
- Sanja Hadzic, "Oral and Written Teacher Feedback in an English as a Foreign Language Classroom in Sweden", *Linneaus University*, 2016, <http://www.diva-portal.org/>.
- Sara Cushing Weigle, *Assessing Writing*, Cambridge: Cambridge University Press., 2002.
- Shofiyatul Huriyah, "The Correlation Between Students' Critical Thinking and Their Ability to Write Argumentative Text to the Fifth Semester Students at English Education Study Program of Baturaja University", *Baturaja University.*, 2018.
- Siti Magfirotun Hasaniyah, "An Analysis of Students' Critical Thinking in Writing Argumentative Essay (A Case Study of Fourth Semester In English Teacher Education Program in Universitas Islam Negeri Sunan Ampel Surabaya)", State Islamic for Islamic Studies Sunan Ampel Surabaya, 2017.
- The Foundation for Critical Thinking, *Defining Critical Thinking*, <http://www.criticalthinking.org/pages/defining-critical-thinking/766>, accessed 23 Jun 2018.

“Think About ... Critical Thinking Traits & Characteristics”, *Nashville State Community College; Critical Thinking Initiative*, [http://ww2.nsc.edu/criticalthinking\\_forstudents/ta\\_traits.htm](http://ww2.nsc.edu/criticalthinking_forstudents/ta_traits.htm), accessed 25 May 2018.

Visara Ekahitanond, “Promoting university students’ critical thinking skills through peer feedback activity in an online discussion forum”, *Alberta Journal of Educational Research*, vol. 59, no. 2, 2013.

Yigal Attali, Jill Burstein, “Automated essay scoring with e-rater V.2.0”, *Journal of Technology, Learning, and Assessment*, vol. 2, 2006.

