

**EFL UNDERGRADUATE STUDENTS' EXPERIENCES IN GIVING AND
RECEIVING PEER FEEDBACK**

An Undergraduate Thesis

Presented to the Department of English Language Education
as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree
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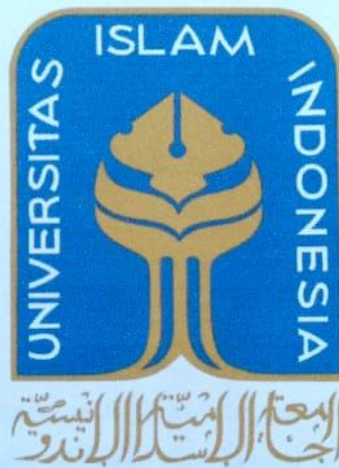
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that my thesis entitled “EFL Undergraduate Students’ Experiences in Giving and Receiving Peer Feedback” does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 8 July 2025

The researcher,



A handwritten signature in black ink, consisting of stylized, overlapping loops and lines.

Chevina Salma Yanuarismala Hardhany

MOTTO

“It will pass. Time will heal it all.” - Rachel Vennya

DEDICATION

First and foremost, all praise and gratitude be to Allah SWT, the Most Gracious and the Most Merciful, for granting me strength, patience, and guidance throughout this journey. Without His blessings, this thesis would not have been possible. I wholeheartedly dedicate this thesis to my dearest parents, my brothers, and my sisters, whose endless love, prayers, and unwavering support have been my greatest source of strength. For my thesis supervisor, Ms. Banatul Murtafi'ah, thank you for your valuable guidance, patience, and encouragement throughout every step of this research. Without your guidance and support, I might not be able to continue my thesis this fast. For my beloved best friends, Zaidan, Ela, and Icha, thank you for walking beside me during this journey, cheering me on through every challenge, and reminding me that I'm not alone. Also to all of my lovely friends since high school until now, Kania, Syifa, Krs ea, Apenich, Alumni SMP, and all of my PBI friends whom I cannot mention one by one. Having them all through this journey is such a blessing to me. Your support and encouragement have played a significant role in enabling me to complete this work and reach this far. Thank you sincerely. And finally, to myself, for staying strong, for pushing through the hard days, and for continuing even when it felt impossible. I am grateful to myself for the commitment that enabled me to complete this thesis despite all of the challenges.

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May this thesis bring benefits and insights to future research and contribute positively to the field of EFL writing and peer feedback.

TABLE OF CONTENTS

APPROVAL SHEET	iii
RATIFICATION SHEET	Error! Bookmark not defined.
STATEMENT OF WORK'S ORIGINALITY	ii
MOTTO	v
DEDICATION.....	vi
ACKNOWLEDGMENT	viii
TABLE OF CONTENTS	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
ABSTRACT.....	xv
CHAPTER I	1
INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Identification of the Problems.....	4
1.3. Formulation of the Problems	4
1.4. Objectives of the Study	5
1.5. Significance of the Study	5
CHAPTER II.....	7
LITERATURE REVIEW	7
2.1. Defining Peer Feedback.....	7

2.2. Benefits of Peer feedback	8
2.2.1 Benefits from both giving and receiving feedback.....	9
2.2.2 Benefits from Receiving Feedback Only.....	9
2.2.3 Benefits from Neither Giving Nor Receiving Feedback.....	10
2.2.4 Benefits from Giving Feedback Only.....	11
2.3. Review of Relevant Studies	11
2.4. Conceptual Framework.....	13
CHAPTER III	15
RESEARCH METHOD.....	15
3.1 Research Design	15
3.2 Source of Data	15
3.3 Data Collection Technique.....	16
3.4. Data Analysis Technique.....	18
3.5. Trustworthiness.....	19
CHAPTER IV.....	21
FINDINGS AND DISCUSSIONS.....	21
4.1. Findings.....	21
4.4.1. Benefits from both giving and receiving feedback.....	23
4.4.2. Benefits from receiving peer feedback only.....	24
4.4.3. Benefits from neither giving nor receiving peer feedback	25
4.4.4. Benefits from giving peer feedback only.....	27
4.4.5. Emergent findings.....	29
4.2. Discussions	30

CHAPTER V	37
CONCLUSION AND SUGGESTION	37
5.1. Conclusion	37
5.2. Suggestion	39
REFERENCES.....	41

LIST OF TABLES

Table 3. 1 Matrix interview adapted from Cao et al. (2019).....	18
Table 4. 1 Overall findings	22
Table 4. 2 Emergent findings	22

LIST OF FIGURES

Figure 2. 1 <i>Patterns of perceived benefit from peer feedback adapted from Cao et al. (2019).</i>	14
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LIST OF APPENDICES

Appendix 1.....	43
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EFL Undergraduate Students' Experiences in Giving and Receiving Peer Feedback

ABSTRACT

This study aims to explore the experiences of EFL undergraduate students in giving and receiving peer feedback in an Argumentative Writing course. Although many existing studies have investigated peer feedback in writing, few have focused on students' experiences, especially in Indonesian university contexts. This study fills that gap by examining how students experience their roles as both peer feedback givers and receivers. A qualitative research design was employed, using semi-structured interviews with two purposively selected English Education students in Yogyakarta. These participants were recommended by their lecturers based on their active involvement in the peer feedback activity. The findings show that each student benefited differently from peer feedback. Student A primarily gained from receiving clear and precise feedback, whereas Student B benefited from both giving and receiving feedback, particularly in developing reviewing skills. According to both students, peer feedback promoted emotional engagement, including a sense of enjoyment and increased motivation. They also demonstrated how to imitate effective writing techniques observed in their peers' work. Emergent themes also showed differences in preference for feedback sources and challenges in interpreting peer feedback. These findings suggest that peer feedback can offer cognitive, affective, and developmental benefits when implemented effectively. Teachers are encouraged to structure peer feedback activities carefully and consider students' preferences and levels of participation to maximize the learning potential of such practices.

Keywords: EFL students, giving and receiving peer feedback

CHAPTER I

INTRODUCTION

1.1. Background of the Study

When learning English as a Foreign Language (EFL), students need feedback from other participants in order to polish their language production. Peer feedback provides valuable insights and perspectives from peers, helping EFL students to identify and correct their errors (Topping, 2009). This cooperative procedure is essential to successful language learning since it not only increases learners' confidence but also promotes support among learners by sharing ideas, encouraging collaboration, also fostering a sense of communication in the classroom (Topping, 2019).

Peer assessment or also known as peer feedback, is a system that allows students to evaluate and describe the quality, value, or level of a product or performance of other students in the same situation (Topping, 2009). In peer feedback, there are two roles for students: (1) the assessor and (2) the assessee. The assessor is the feedback-giver who provides revision and comment advice on the other group members' drafts in peer review. Meanwhile, the assessee is a feedback receiver who receives comments and suggestions and then discusses them with the assessor, Lundstrom & Baker (2009).

According to Xie et al. (2024), the study examined how Malaysian university students viewed the application of peer review in the context of argumentative writing as a means of improving their evaluative judgment abilities. Xie et al. (2024), examined the complex idea of evaluative judgement and turned it into clear, practical goals for teaching English argumentative writing. It is crucial to avoid depending exclusively on peer review, though, as it might not fully elucidate and condense students' domain-specific knowledge, including linguistic, discourse, and sociolinguistic elements.

Similarly, Yang (2016) highlighted how students use peer feedback activities in an online setting to build and change their understanding. The researchers discovered that students could improve their writing, develop their critical thinking, and connect with academic material more deeply when they get online peer criticism. Students who engage with their classmates' feedback enhance their summaries and get a more sophisticated comprehension of the material. This study demonstrates how online peer review may be used to foster collaborative learning and improve graduate students' academic writing abilities.

In addition, Mu & Schunn (2025) investigated how various instructor-provided remark prompts affect the quality of peer feedback in online courses. Their study specifically looked at how these suggestions might lengthen and improve peer

feedback remarks. The findings demonstrated that students give longer and more useful comments when given prompts that encourage them to elaborate, give examples, or highlight their abilities. Teachers, however, hardly ever used these useful prompts. Peer feedback in online learning environments could be greatly enhanced by implementing such focused prompts, according to the study's findings.

Another study is from Yu (2019). His study has three main objectives. First, to determine the level of writing performance when giving and receiving peer feedback by comparing the effects of the two perceptions. Second, to determine the value given and received by students when doing peer feedback. Third, to determine the quality of peer feedback received, by discovering how students assess their peers' writing. Yu (2019). who argues that further empirical study is necessary to examine student learning as a peer reviewer and receiver, as well as the elements that may influence their learning process and outcome.

Despite more research highlighting the benefits of peer feedback, such as promoting critical thinking, improving writing skills, and fostering evaluative judgment, there are several gaps in understanding how students experience and engage in the roles of both assessor and assessee. Prior studies (e.g., Xie et al., 2024; Xie & Bradshaw, 2015; Mu & Schunn, 2025) mainly focused on the effectiveness and outcomes of peer feedback instructional prompts. However, limited attention has been paid to the individual experiences and perceptions of students participating in

peer feedback tasks. In response to these gaps, the present study aims to explore EFL students' experiences in giving and receiving peer feedback. Therefore, this qualitative study investigates two English Education students from the 2021 batch of a university in Yogyakarta, who participated in an Argumentative Writing course that incorporated peer feedback as part of their learning process, both as reviewers and receivers.

1.2. Identification of the Problems

While Yu (2019) emphasized the need for further empirical investigation into how students learn through peer feedback, particularly in giving and receiving roles. The study examined the benefits they perceived from both giving and receiving feedback, their preferences, and the challenges they encountered. Most importantly, there is a lack of research focusing specifically on EFL undergraduates' experiences during peer feedback in writing courses, particularly in local Indonesian universities. This study addresses that gap by exploring how two English Education students experience giving and receiving peer feedback during an Argumentative Writing course.

1.3. Formulation of the Problems

The following research question served as the basis for this study:

What are the experiences of EFL undergraduate students in giving and receiving peer feedback?

1.4. Objectives of the Study

The main objective of this study is to examine the experiences of EFL undergraduate students in giving and receiving peer feedback in an Argumentative Writing course.

Specifically, the study aims to:

1. Describe how students view their role as the assessor and the assessee.
2. Identify the difficulties and benefits that students have during the peer feedback process.
3. Understand how peer feedback contributes to students' writing development and learning process.

1.5. Significance of the Study

Conceptually, it contributes to the existing research and teachers on peer feedback, especially as it relates to the context of English as a Foreign Language (EFL) writing classes. Although many studies discuss the value of peer feedback, few of them focus on what students actually experience during the process. By examining the experiences of students about how they feel and go through when giving and receiving feedback, this study helps to fill the gap. The findings can help teachers better understand what students need when doing peer feedback. Teachers can create more effective writing exercises in the classroom by understanding students'

struggles. In addition to improving writing abilities, this can make the learning process more meaningful.

CHAPTER II

LITERATURE REVIEW

2.1. Defining Peer Feedback

Peer feedback is a learning activity in which students review and respond to each other's work by providing comments, suggestions, and evaluations. Peer feedback, according to Topping (2009), is a process where students evaluate the quality or value of each other's work, frequently involving giving and receiving constructive responses. This procedure usually includes reading a peer's draft, offering suggestions for improvement, and perhaps even giving scores based on certain criteria.

In peer feedback, students take on two roles, i.e., assessor and assessee (Lundstrom & Baker, 2009). The assessor is the one who provides feedback, while the assessee is the one who receives it. It is thought that the interaction is believed to encourage active participation, deeper understanding, and promote thoughtful learning. Students frequently become more conscious of their own writing skills and their weaknesses when they critique the work of others, which helps them write more effectively.

According to Kerman et al. (2024) peer feedback can take various patterns, including affective, cognitive, and constructive feedback. Comments that are emotive

or motivating, like compliments or general impressions, are examples of affective feedback. While cognitive feedback focuses on analyzing content and structure, identifying strengths in weaknesses in logic, argumentation, and coherence. Constructive feedback offers specific and useful recommendations for improvement. These patterns of feedback collectively enhance the learning process by allowing students to engage in reflection, self-assessment, and meaningful revision.

Considering the discussions above, the current study explores how value is gained from peer feedback and how to assess the quality of assessment in performing peer feedback.

2.2. Benefits of Peer feedback

As mentioned earlier, peer feedback has a number of benefits for EFL learners. Cao et al. (2019) explored the benefits of peer feedback among university students and identified four distinct benefit patterns based on students' experiences with both giving and receiving feedback. These patterns reflect the different ways in which peer feedback can influence students' learning. The four patterns were: (1) benefit from both giving and receiving feedback, (2) benefit from receiving feedback only, (3) benefit from neither giving nor receiving feedback, and (4) benefit from giving feedback only.

2.2.1 Benefits from both giving and receiving feedback

In the study conducted by Cao et al. (2019), most students reported that they benefited from both giving and receiving feedback. Many participants found that playing both tools enhanced their critical thinking skills and deepened their understanding of writing conventions. Providing feedback forced students to assess their peers' drafts, which helped them identify areas for improvement, recognize writing patterns, and gain a better understanding of their own writing practices. On the other hand, receiving feedback gave them practical insights into their own work and provided suggestions for how to improve and refine their drafts better. This dual benefit of developing evaluative skills through feedback giving and receiving personalized suggestions for improvement was considered a significant benefit of peer feedback. By considering the advantages and disadvantages of other people's writing, the students in this group believed that the feedback process not only helped them write better but also gave them fresh insights.

2.2.2 Benefits from Receiving Feedback Only

Although many students found value in both giving and receiving feedback was beneficial, some participants claimed that they only benefited from receiving feedback. This group frequently cited a lack of confidence or poor language skills for their unwillingness or inability to provide meaningful feedback to their peers. These students in this category preferred to focus on receiving targeted feedback that they felt was more directly applicable to their own draft. When it came to enhancing

specific features of their writing, such as grammar, structure, or argument clarity, they considered constructive feedback useful. By receiving feedback, they were able to revise their drafts without having to judge other people's work, which they thought they were unready to do. According to Cao et al. (2019), peer feedback can be especially helpful for students who are still developing their writing or language skills since it provides them with assistance and direction that improves their writing abilities.

2.2.3 Benefits from Neither Giving Nor Receiving Feedback

Cao et al. (2019) also identified a small percentage of participants who reported that giving and receiving feedback had little to no positive effects on them. This group usually disengaged from the feedback process or had unrealistic expectations of what peer feedback could provide. Several students in this category complained about the quality of feedback they received, pointing to remarks that were too ambiguous, useless, or unrelated. Others were frustrated and felt disconnected from the activity because they believed that the feedback process did not match their learning objectives. Students' limited involvement in the peer feedback system was sometimes linked to their lack of engagement with the feedback process, indicating that students' motivation and engagement affect how effective peer feedback is.

2.2.4 Benefits from Giving Feedback Only

According to Cao et al. (2019), some students found giving feedback was more beneficial than receiving it. These students valued the opportunity to express their ideas and offer helpful feedback, which helped them clarify their understanding of writing conventions. They frequently mentioned that reading other people's drafts allowed them to reflect on their own writing more deeply, as it required them to focus on aspects of writing that they might have otherwise missed. Furthermore, students felt that the process of giving feedback was more valuable since it enabled them to think more critically about their writing skills when they thought that the feedback they received from peers was weak or lacked depth. These results suggest that even while some students do not believe they get as much from receiving comments, giving feedback can be a reflective practice that helps them write better.

2.3. Review of Relevant Studies

Many studies have been conducted to explore the implementation of peer feedback in EFL writing contexts. For example, Xie et al. (2024) conducted a study in Malaysia that examined how undergraduate students perceive peer feedback in the context of argumentative writing. This study used a mixed-methods research design involving university students who participated in peer review activities. The researchers aimed to relate concrete teaching to the idea of evaluating judgment. The findings revealed that peer feedback plays a significant role in helping students

develop evaluative judgment skills. It also demonstrated students' domain-specific knowledge in areas such as grammar, discourse, and sociolinguistic awareness.

Yang (2016) explored how graduate students in Taiwan construct and transform academic knowledge through online peer feedback during summary writing tasks. A qualitative case study design was used. The participants were graduate EFL learners engaged in online writing tasks that involved giving and receiving feedback. The findings indicated that peer feedback improved students' writing abilities and facilitated deeper understanding of academic texts. Additionally, the method promoted knowledge development and critical thinking skills, which made it a valuable tool in online EFL writing classrooms.

Mu & Schunn (2025) studied the impact of instructor prompts on the quality of peer feedback in online learning environments. It used a quantitative experimental design and was carried out in an online higher education setting. The researchers examined the response of the students enrolled in online courses. The key finding was that when instructors gave well-structured prompts, including asking for elaboration or examples, students gave more detailed feedback. However, it was discovered that helpful prompts were rarely applied in practice, highlighting the significance of instructor support in peer feedback activities.

Complementing the findings of Mu & Schunn (2025), Yu (2019) conducted a qualitative study on how Master's students in Macau learn from giving peer feedback on postgraduate thesis writing. The study included a small group of postgraduate EFL students and used document analysis and interviews. According to the study, students improved their critical thinking skills, gained insights into academic writing standards, and reflected on their own writing practice while learning how to provide and accept feedback. However, the study also highlighted that the quality of learning depended on the students' level of engagement and the depth of the feedback exchanged.

2.4. Conceptual Framework

This study adopts the conceptual framework proposed by Cao et al. (2019), which identified four patterns of perceived benefit in peer feedback activities: (1) benefits from both giving and receiving feedback, (2) benefits from receiving feedback only, (3) benefits from neither giving nor receiving feedback, and (4) benefit from giving feedback only. Students' experiences of these benefits vary based on several mediating factors, including group dynamics, within-group variations in writing proficiency, motivation for peer feedback, and engagement with evaluation criteria. These factors have an impact on how well students participate in and benefit from the peer feedback process. Thus, peer feedback is viewed as a socially mediated learning activity, shaped by both individual and group interaction.

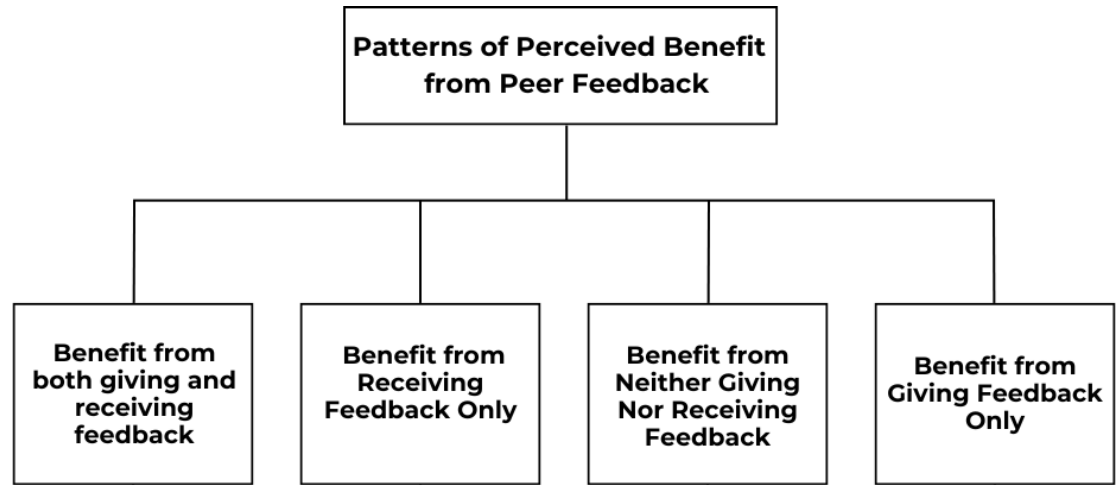


Figure 2. 1 *Patterns of perceived benefit from peer feedback adapted from Cao et al. (2019).*

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study used a qualitative research design as outlined by Creswell (2018). According to Creswell (2018), qualitative research is a technique used to investigate and comprehend the meaning that people or groups assign to a social or human issue. This study employed a qualitative approach to fully comprehend the subject. A qualitative approach is appropriate as it allows the researcher to explore participants' experiences, perceptions, and meanings in depth (Creswell, 2018).

This research focused on investigating how students engage in peer feedback activities in argumentative writing classes. Therefore, data were collected through semi-structured interviews, as Creswell (2018) explains, semi structured interviews allowed the researcher to explore participants' views openly while maintaining focus on the research objective also gaining rich and detailed information from the participants.

3.2 Source of Data

The study was conducted at one of the universities in Yogyakarta that examines two English Education Students in batch 2021 who took an Argumentative Writing class that mediated their learning as peer feedback receiver and givers. During the course, students acted both as peer reviewers and feedback providers: they analyzed their classmates' argumentative essays and then furnished feedback and

quantitative scores using a standardized rubric supplied by the lecturer. The assignment to be researched is this class's peer feedback writing assignment.

Two participants were purposefully selected from two different classes based on the recommendation of the course lecturers. The lecturer's recommendation was based on specific criteria, such as the students' ability to participate meaningfully in both giving and receiving feedback during the course, their communication clarity, and their active participation in the peer feedback process. These criteria were considered essential in ensuring that the selected participants could provide a deep and relevant perspective on their experiences with peer review. The decision to include only two participants was made to allow for an in-depth, detailed exploration of each individual's experience, which aligns with the nature of qualitative research that prioritizes depth over breadth.

3.3 Data Collection Technique

Data were collected by the researcher who examined student assignments in argumentative writing courses by conducting interviews with selected students to explore how they responded to peer feedback activities, by using the following matrix from Cao et al. (2019) as a reference tool for the interview. The researcher also analyzed the results of student assignments for further research. The researcher selected two students. The purpose of selecting these students is so that researchers can have different perceptions.

Construct	Definition	Components	Interview Question
Experiences in giving and receiving peer feedback.	The different levels of learning from giving and receiving peer feedback include benefit from both giving and receiving feedback, benefit from receiving feedback only, benefit from neither giving nor receiving feedback, and benefit from giving feedback only. (Cao et al. 2019.)	Benefit from both giving and receiving peer feedback	<ol style="list-style-type: none"> 1. Have you ever received or given any feedback to your friends? If so, in what subject? 2. Based on your experience, what are the advantages of giving and receiving feedback? 3. In what ways does giving feedback affect the way you receive it? 4. What have you learned from both giving and receiving feedback?
		Benefit from receiving peer feedback only	<ol style="list-style-type: none"> 1. How do you feel when you receive feedback from peers? 2. Can you give an example of a moment when receiving feedback significantly improved your work? 3. In your opinion, what are the differences between only receiving feedback and both giving and receiving feedback?
		Benefit from neither giving nor receiving peer feedback	<ol style="list-style-type: none"> 1. Did you feel that the feedback process was helpful? Why or why not? 2. Have you ever ignored or rejected feedback at first, but later realized it was useful? What made you change your mind? 3. Did you prefer

	feedback from teachers over peers? Why?
	4. Have you ever done a writing assessment that was immediately collected without getting feedback or giving feedback to a friend? Is that okay?
Benefit from giving peer feedback only	<ol style="list-style-type: none"> 1. What makes it difficult for you to give others feedback? 2. Can you describe a situation where you learned something valuable from giving feedback, but not from receiving it? 3. How did giving feedback to others improve your own writing skills?

Table 3 1 Matrix interview adapted from Cao et al. (2019).

3.4. Data Analysis Technique

The data in this study were analyzed using Thematic analysis, as proposed by Braun & Clarke (2006). This technique was chosen because it allows a systematic and flexible approach to identifying, analyzing, and interpreting themes within qualitative data. There were six major stages to the analysis. First, the researcher transcribed the interview recordings and read the transcript repeatedly to gain a comprehensive understanding. Second, initial codes were generated by highlighting meaningful segments of data related to the participant’s experiences in giving and

receiving peer feedback. Third, these codes were categorized into potential themes that represented shared characteristics among the participants. Fourth, the themes were examined and refined to ensure they accurately represented the data and were internally consistent. Fifth, each theme was defined and named clearly to capture the essence of the participants' experiences. Lastly, the themes were reported in a narrative format, supported by relevant excerpts from the data and interpreted in relation to the research questions and theoretical framework. Through this process, the researcher was able to explore the students' engagement with peer feedback in an EFL writing context from both cognitive and affective perspectives.

3.5. Trustworthiness

Throughout the research process, several strategies were applied to ensure the trustworthiness of this qualitative study. One of the main strategies was the involvement of both the participants and the thesis supervisor in verifying the accuracy and credibility of the data and interpretations. After conducting the initial interviews and coding, the researcher carried out follow-up questions with the participants to clarify their statements and confirm whether the emerging interpretation accurately reflected their intended meanings. By ensuring that the voices of the participants were accurately represented, this member checking procedure contributed to the study's increased credibility.

Additionally, during the entire thesis development process, the researcher maintained consultations with the thesis supervisor. These regular discussions

allowed for continuous reflections, idea development, and critical feedback across all stages of the study. This approach supports Stahl & King (2019) assertion that building credibility in qualitative research requires several levels of verification and sustained reflective discussion. The study maintained the fundamental values of dependability, confirmability, and credibility through these continuous exchanges, enhancing the general caliber and integrity of the research process.

CHAPTER IV
FINDINGS AND DISCUSSIONS

4.1. Findings

This study aims to explore EFL undergraduate students' experiences in giving and receiving peer feedback. To collect the data, the researcher conducted semi-structured interviews with two selected participants. Generally, the participants shared positive perceptions toward the peer feedback. Student A mostly perceived peer feedback as beneficial when provided clear and specific comments that helped her understand areas for improvement. Similarly, student B showed that participants perceived various experiences from giving and receiving feedback, four different patterns, i.e., benefit from both giving and receiving feedback, benefit from receiving feedback only, benefit from neither giving nor receiving feedback, and benefit from giving feedback only. The findings are described in Table 4.1.

	Student A	Student B
Benefits from both giving and receiving feedback		Get reviewing skills
Benefits from receiving peer feedback only	Get clear and precise feedback	<ol style="list-style-type: none"> 1. Get constructive feedback 2. Get positive feedback and praise 3. Experience a sense of enjoyment

Benefits from neither giving nor receiving peer feedback	Still need feedback	Still need feedback, no matter how small
Benefits from giving peer feedback only	<ol style="list-style-type: none"> 1. Imitate peer's writing 2. Learn from different point of view 	<ol style="list-style-type: none"> 1. Imitate peer's writing 2. Acquire some knowledge about the writing topic

Table 4 1 Overall findings

Student B, in particular, reported the most extensive benefits. In contrast, student A demonstrated more limited or specific benefits. While these findings captured the value students placed on giving and receiving peer feedback, several emergent findings appeared during the interview in addition to the primary patterns found. These findings highlight participants' preferences and difficulties related to peer feedback.

Emergent findings	Student A	Student B
Sources of feedback (SOURCE)	Prefer teacher's feedback to peer's feedback	Both teacher and peer, depending on the context
Disadvantages or the negative part of peer feedback (DRAWBACKS)	Is confused after receiving peer's feedback	

Table 4 2 Emergent findings

4.4.1. Benefits from both giving and receiving feedback

In contrast to student B, student A did not mention any benefit from both receiving and giving feedback. Student B showed a deeper engagement with the peer feedback process and recognized the benefits of both giving and receiving feedback. Both giving and receiving feedback gave student B access to a range of viewpoints, which was beneficial. In addition, the student emphasized how the act of reviewing helped her develop a valuable academic skill. Student B shared her experiences in the following transcript.

"It gave me something like... a skill, because reviewing really requires a lot of skill. Also, I could see their point of view on an issue, statement, or topic they were discussing." (PATTERN/BOTH/B/008)

This reflects an awareness of the cognitive effort involved in assessing other people's writing. Through this reflective process, student B became more conscious of writing quality and structure, which in turn improved her own writing skills. It also shows how feedback from peers encouraged critical engagement, as the student actively engaged with multiple points of view and considered alternative ways of presenting ideas within the writing topic.

4.4.2. Benefits from receiving peer feedback only

Student A claimed that getting peer feedback only was beneficial for her. She preferred getting feedback than giving it. She emphasized the usefulness of clear and specific comments, pointing out that feedback that was too general or ambiguous was ineffective. As she mentioned in the interview.

“I actually enjoy it because I don’t have to be confused about evaluating someone else’s writing. But that’s only if the comment is really appropriate, not just something like single, ambiguous sentence. For example, if they say the writing is good or lacking, but don’t explain what’s lacking, then we wouldn’t know.”
PATTERN/RECEIVE/A/016

Based on that statement, it is emphasized how crucial feedback clarity and detail in making peer feedback effective for learning. Student B also found receiving peer feedback highly beneficial, especially when it came to both constructive suggestions and positive reinforcement. She revealed that some feedback she received helped her grow through the following comment.

“I received feedback that was quite constructive, like ‘Hei, you did it well, but you should learn how to make unbiased sentences.’”
PATTERN/RECEIVE/B/020

She also appreciated comments that acknowledged her strengths, mentioned this in her response.

“There was also positive feedback like, ‘Oh, you did it well,’ or ‘I appreciate how you developed your structure with strong evidence.’”
PATTERN/RECEIVE/B/020

These remarks reveal that positive and specific feedback not only supported her development but also motivated her to continue improving. Furthermore, Student B described the overall experience of receiving peer feedback as enjoyable and comfortable, even if it was not as academic as instructor input. Student B described this situation by saying.

“Peer feedback was really helpful... even though the level is different from teacher feedback, with peers it feels more relaxed and enjoyable.”
PATTERN/RECEIVE/B/020

This suggests that peer feedback offered a supportive and less intimidating environment that encouraged participation and self-expression. Less intimidating here means student B felt that when receiving feedback from peers, she could ask follow-up questions without feeling anxious or worried, especially if the feedback she received was unclear. This sense of openness allowed her to clarify meaning and deepen her understanding without the pressure she might feel in interactions with lecturers.

4.4.3. Benefits from neither giving nor receiving peer feedback

Neither giving nor receiving peer feedback found no significant benefits to both participants. Instead, they emphasized their need for feedback, especially when they are unsure of their writing or lack confidence. Student A, for instance, explained

that while she was generally comfortable without feedback, there were moments when she felt unsure about her writing and needed input to validate or improve it. As she mentioned in the interview.

"Yes, I've experienced that. I'm usually okay without feedback, but if I'm feeling unsure or dissatisfied with my writing and I don't get any comments, then I'll start asking for opinions. If I don't get any corrections, I assume the writing is fine, but maybe it's just me not feeling confident."

This indicates a dependence on feedback as reassurance, particularly in moments of self-doubt. The lack of feedback did not lead to learning gains, but instead left her questioning the quality of her work. As student B described a similar difficulty, highlighting her uncertainty and hesitation when attempting to proceed with a task without having received any feedback, she reflects this perception.

"I also felt stuck. It was hard to move forward. Like, I wanted to continue working, but there was no follow-up. I was afraid of making mistakes because no one had checked my work yet. But if I didn't continue, I also feared I was wrong for not doing anything."

The statement illustrates how the lack of feedback created a barrier to progress, prevented her from moving forward, trapping her between a fear of making a mistake and the anxiety of doing nothing. Rather than gaining value from the peer feedback process, she felt a strong need for external validation before continuing. These responses suggest that neither giving nor receiving feedback in some contexts

can result in a lack of progress or insecurity, especially when students rely on feedback to guide their revision or affirm their understanding.

4.4.4. Benefits from giving peer feedback only

The primary benefit of peer feedback came not only from receiving feedback, but also from the process of giving feedback to others. Both student A and student B emphasized how reading the writing of their peers helped them reflect more critically on their own, gain new insights, and develop their writing skills. Student A initially mentioned how reading the peer's writing helped her to unfamiliar expressions and structures that deepened her understanding of writing. She elaborated on this idea, stating.

“Yes, once I read my friend’s writing, it was already very neat and used expressions that people don’t usually write. You could really see the difference. From that, I learned how they wrote, their point of view, and it was different from mine. That helped me learn more about writing.” (PATTERN/GIVE/A/042)

Her interest was heightened by this conversation, which inspired her to focus more intently on the ways in which other people developed their thoughts. She said that by reading peers' essays, she may imitate effective writing strategies, such as using an engaging hook or better structuring her ideas. She described this as a form of positive imitation that resulted in self-reflection, saying.

“I did gain something. Sometimes I like to copy—copy in a good way, I mean. Like, ‘Oh, that’s a good way to use point of view,’ or ‘So this is how you structure it.’ For example, when writing an essay, I read my friend’s essay and saw that she used a hook at the beginning. I copied that idea. I learned how to write better by seeing what works. It helped me reflect on my own writing.” (PATTERN/GIVE/A/044)

There is a defined continuity between these two ideas; exposure to diverse writing styles led to imitation and internal reflection, which ultimately contributed to her writing development. A similar experience was reported by student B. She also imitated her peer’s approach in writing. But the difference is, student B began by explaining that she had to have a thorough understanding of the subject in order to provide feedback. Before providing constructive comments, she had to fully understand the material, which led her to gain new knowledge. This perspective was articulated by Student B in the following statement.

“It felt like I gained new insights. Like I said before, when giving feedback, I had to really master the material first.” (PATTERN/GIVE/B/030)

This deeper understanding of the topic became the foundation for her learning process. She was better able to appreciate the various writing styles employed by her peers after she understood how content was supposed to be structured and communicated. This, in turn, led her to imitate strategies that made the writing more engaging, this point was expressed by student B in the following statement.

“I imitated how they packaged the text. For example, when I read my friend’s writing, I thought, ‘Wow, the hook is really interesting.’” (PATTERN/GIVE/B/034)

This experience shows her a progression by gaining knowledge through analysis, followed by learning how to apply that knowledge through imitation, especially in making her writing more appealing and structurally effective.

4.4.5. Emergent findings

The interview results showed two unexpected emergent themes in addition to the four primary categories of perceived benefits from giving and receiving peer feedback. These themes include: (1) The sources of feedback. (2) The drawbacks or the negative part of peer feedback. These findings offer deeper insight into how participants perceive the effectiveness and practicality of peer feedback within the writing process.

There were differences among the participants' choices for the feedback's source. Student A clearly stated a preference for teacher feedback, perceiving it as more accurate and credible due to the teacher's expertise, through the following comment.

"I prefer feedback from the teacher because they know better. Friends usually rely on instinct when giving feedback." (EMERGENT FINDING/SOURCE/A/036)

This suggests that students thought peer feedback was less reliable and might have been shallow or unstructured. In contrast, student B showed a more flexible stance, stating that both teacher and peer feedback were valuable, depending on the situation and the context. This was clearly expressed by student B, who stated.

*“It depends on the context. I like both of them. I think both are important.”
(EMERGENCE FINDING/SOURCE/B/026)*

Her response demonstrated an understanding of the various forms of support that each source may provide, including peer encouragement or relatability and academic professionalism from teacher. Student A particularly brought up the drawbacks of peer feedback, which was another notable emergent finding. She described instances where peer feedback were unclear, unhelpful, or too ambiguous, causing more confusion than improvement. As she elaborated during the interview.

“Even though there are benefits, I usually feel more confused. Sometimes the feedback feels random, not like the teacher’s feedback. They just give a general comment like ‘good’ without much explanation.” (EMERGENCE FINDING/DRAWBACKS/A/006)

This statement highlights a potential weakness in peer feedback practice, which is the inconsistent quality of comments, which can reduce its educational value. It also supports the idea that for peer feedback to be effective, students may need clear guidance on how to provide specific and constructive responses.

4.2. Discussions

One of the significant findings in this study is that student B reported gaining reviewing skills as a result of both giving and receiving peer feedback. This result aligns with the findings from Xie et al. (2024), who concluded that peer feedback

plays a crucial role in developing students' evaluative judgement skills. Especially when students actively participate in giving and receiving peer feedback during writing assignments. Both giving and receiving peer feedback require cognitive engagement, which explains why the results of this study, along with those of Xie et al. (2024), are similar. When students are asked to give feedback on a peer's writing, they are required to carefully read, analyze, and evaluate the content. By critically evaluating the work of others, students gain a better understanding of writing conventions, organization, clarity, and argumentative structure. As a result, they indirectly reflect on these same aspects in their own writing. Additionally, student B began to internalize what effective writing looked like by reading the writing of her peers and being exposed to various approaches, which enabled her to reflect on her own work. This aligns with the idea that peer feedback encourages metacognitive engagement, where students consider how to enhance their own work in addition to evaluating others' writing (Xie et al., 2024).

This current study found that student A benefited from receiving peer feedback when the comments were clear and precise. She emphasized that comments that were too general or ambiguous were ineffective and left her unsure about what to revise. This finding aligns with Xie et al. (2024), who stated that "Students often fail to either proactively engage in providing peer feedback or incorporate the comments into revisions because the feedback they received is too vague or lacks specific

suggestions” (p. 308). Both findings emphasize how crucial it is for peer feedback to be clear and precise to ensure it becomes a meaningful learning experience.

This present study also revealed an important affective dimension of peer feedback. By using positive feedback and praise, peer feedback not only helped students write better but also increased motivation and created a positive learning atmosphere. According to student B, she felt encouraged and found that the peer feedback process was more enjoyable when she received compliments from her peers, such as “You did it well.” and “I appreciate how you developed your structure with strong evidence.” This affective benefit aligns with findings from Cao et al. (2019), who observed that positive feedback helped create a constructive atmosphere during peer feedback. In Cao et al. (2019), one of their participants purposefully gave compliments before criticizing to maintain a friendly and supportive tone. Moreover, Cao et al. (2019) also noted that not all students valued praise. For instance, the other student believed that compliments were unnecessary. This study highlights that for certain students, like student B, positive feedback is crucial in increasing motivation and confidence. These findings suggest that, despite sometimes being ignored, the affective aspect of peer feedback is an important factor in promoting student engagement and participation.

Another finding of this study is the affective benefit that peer feedback provided to the participants. Student B stated that she enjoyed the peer feedback

sessions, especially since she was able to participate in the activity without the anxiety that is frequently connected to teacher-led evaluation because of the more enjoyed peer interaction. Her motivation increased as a result of this satisfying emotional experience, which also enhanced the peer review process. This finding is in line with the affective benefit of peer feedback as defined by Zhang (1995). According to Zhang, peer feedback promotes positive emotional experiences like enjoyment, decreased anxiety, and increased comfort and confidence in learning environments in addition to facilitating cognitive development. Student B's experience in this study shows how these affective benefits can encourage greater engagement and willingness to participate in peer feedback activities.

The findings of this study relate to the participants who reported benefit from neither giving nor receiving peer feedback, yet still expressed a need for feedback. Student A indicated that although she generally felt comfortable without peer feedback, there were moments when she became uncertain about her writing and wanted validation, she stated "*I'm usually okay without feedback, but if I'm feeling unsure or dissatisfied with my writing and I don't get any comments, then I'll start asking for opinions.*" Similarly, student B revealed that she experienced hesitation in continuing her work without prior feedback, stating that she still needed feedback, no matter how small, in order to proceed with confidence. In contrast, one of the participants in Cao et al. (2019) was classified as not benefiting from either giving or receiving feedback and specifically denied the value of peer feedback, claiming that

discussing writing with peers would be a “waste of time” due to different thinking patterns. These contrasting findings suggest that within the benefit from neither giving nor receiving feedback category, students’ underlying attitudes and needs toward feedback can vary significantly. While some students, like the one in Cao et al. (2019) study, may take a more independent approach, preferring to rely only on their own judgment, while others, like students A and B in this study, may still look to feedback for validation and assurance.

An interesting finding in this study relates to students who benefited from giving peer feedback. According to students A and B, they were able to see successful writing strategies and imitate these approaches in their own writing. Student A stated that she would adopt helpful linguistic structures or stylistic features seen in her peers’ writing, while Student B similarly mentioned learning how to package ideas effectively after reviewing peers’ writing. This finding strongly aligns with Yang (2016), who defined this process as peer modeling, where students observe their peers’ thoughts, strategies, and actions to transform their own writing skills and academic knowledge. Students in Yang’s study stated that they used their peers’ key points and summary structures as references for improving their own writing. These findings suggest that providing peer feedback is not a one-way process, but also offers students the chance to learn on their own and transform their knowledge as they actively internalize and adapt useful writing strategies through exposure to peer

models. Another key finding of this study is that providing peer feedback helped students broaden their perspective and acquire new knowledge about writing. Student A reported learning from different points of view by reading peers' writing, while Student B mentioned learning new information about the writing topic through the feedback process. This finding is also consistent with Yang (2016), who highlighted that peer feedback allows students to see the ideas, methods, and behaviors of their peers, which helps them to transform their academic knowledge and language awareness. Through this process, students not only evaluate peer writing but also gain a deeper comprehension of writing techniques and subject knowledge.

This study found two emergent findings related to feedback sources and their drawbacks. Regarding the source, consistent with the findings of Zhang (1995), which found that the majority of ESL students (93,8%) favored teacher feedback over peer feedback, student A prefers teacher feedback more than peer feedback. Similarly, student A expressed greater trust in the teacher's guidance, citing the teacher's expertise and the credibility of their comments, especially in areas such as grammar and structure. However, student B provided a more nuanced response by stating that both teacher and peer feedback were valuable, depending on the context. This viewpoint provides a counterpoint to Zhang's study's dominant preference for teacher feedback. Zhang admitted that some students recognized benefits in peer feedback, such as broader audience awareness or collaborative learning (Zhang, 1995). The fact that student B is open to both types of feedback shows that peer

feedback can be useful in the revision process when it is conducted in a supportive group discussion or structured peer feedback. After receiving peer feedback, student A's uncertainty reflects the issues brought up by Kunwongse (2013) and Zhang (1995). Zhang reported that ESL students frequently resisted toward peer comments, preferring teacher feedback due to its clarity and authority. Similarly, according to Kunwongse (2013), a lot of students lack confidence in their peers' language skills, which can result in feedback that is unhelpful or even misleading feedback. These findings suggest that peer feedback is theoretically beneficial but requires organized instruction to avoid confusion and support meaningful revision.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

This study explored two EFL undergraduate students' experiences in giving and receiving peer feedback in an Argumentative Writing course, revealing that different people benefited from peer feedback in different ways. In terms of both giving and receiving peer feedback, only student B experienced a clear advantage by developing reviewing skills through her engagement in the process. In contrast, student A did not report any specific benefit from this dual role. In the category of benefiting from receiving feedback only, Student A appreciated clear and precise comments. At the same time, student B benefited from receiving constructive feedback and positive reinforcement, describing a sense of enjoyment that highlighted the affective value of peer feedback in her learning process. Although both of the participants were also categorized under benefit from neither giving nor receiving peer feedback, they still emphasized the importance of feedback. Student A stated that she needed feedback, especially when she was not confident in her own writing, while Student B noted that she still needed feedback, no matter how small, in order to proceed confidently. This indicates that even when students do not directly perceive learning gains from the peer feedback process, feedback is still psychologically and cognitively important. In terms of benefit from giving peer

feedback only, both participants showed that they could learn through observing and analyzing peers' writing. Student A reported that she imitated effective writing techniques and learned from different points of view, while Student B shared similar experiences and added that she learned new things about writing topics as a result of reviewing peers' work.

In addition to the benefits that were categorized, two emergent findings also surfaced. The first is about the source of feedback. Student A preferred receiving feedback from teachers, believing it to be more reliable, whereas Student B viewed both teacher and peer feedback as useful, depending on the context. The second emergent finding is related to the drawbacks of peer feedback. This was mentioned only by student A, stating that she felt confused after receiving ambiguous or inconsistent peer comments. This highlights how crucial clear feedback is to its efficacy. Student B did not report any drawbacks. These findings imply that, while students' experiences are influenced by personal preferences, perceptions, and contextual factors, peer feedback provides a variety of cognitive and affective benefits. The study highlights the need for thoughtful implementation of peer feedback activities in EFL writing classrooms, ones that recognize the diverse ways in which learners engage with and respond to feedback.

5.2. Suggestion

This study has provided valuable insights into EFL undergraduate students' experiences in giving and receiving peer feedback. However, it is important to recognize certain limitations. One notable limitation lies in the lack of more in-depth interview questions. While the interviews explored general experiences and perceptions, the researcher didn't go far enough in specific aspects of language learning, particularly in relation to linguistic elements such as grammar, vocabulary, and sentence structure. With more targeted questions, the study could have uncovered deeper insights into how peer feedback influenced students' development in these areas. Given this limitation, further research is recommended to adopt a more detailed and focused approach. Further studies should consider incorporating interview questions that explicitly address linguistic development, enabling researchers to examine how students perceive peer feedback regarding grammar accuracy, lexical variety, and syntactic complexity. Additionally, researchers may combine qualitative interviews with an analysis of students' written drafts before and after feedback to provide clearer evidence of learning outcomes.

Furthermore, future research should also consider expanding the number and diversity of participants. Only a small sample of students from a particular academic setting participated in this study, which would limit how broadly the results can be applied. By including participants from different year levels, proficiency levels, or

institutional backgrounds, future studies could capture a wider range of perspectives and experiences. This wider focus would enable a more thorough comprehension of how peer feedback functions in a variety of learning environments and learner types.

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Appendix 1

Construct	Theme	Codes
Patterns of Perceived Benefit from Peer Feedback (PATTERN)	1. Benefit from both giving and receiving feedback (BOTH)	PATTERN/BOTH/AB/001
	2. Benefit from Receiving Feedback Only (RECEIVE)	
	3. Benefit from Neither Giving Nor Receiving Feedback (NOR)	
	4. Benefit from Giving Feedback Only (GIVE)	
Emergence findings	5. Sources of feedback (SOURCE)	
	6. Disadvantage or the negative part of peer feedback (DRAWBACKS)	

Coding sample	Meaning
PATTERN/BOTH/AB/001	Pattern: Patterns of benefit from peer feedback Both: The themes of pattern A: The participant 001: Change of interlocutor

Participant : A
 Duration : 00.14.53
 Date : 5/5/2025
 Place : Yogyakarta
 I : interviewer
 P : participant

Transcript Interview

I/P	Line	TRANSCRIPTION	Themes	CODES
I	001	Halo selamat siang, sebelumnya aku mau nanya nih, pernah ngga kamu dapet feedback atau ngasih feedback ke temen kamu? Kalau iya, kapan?		
P	002	Pernah kasih feedback ke temen sama dapet feedback juga di matkul argumentative writing.		
I	003	Oke, berdasarkan pengalaman kamu itu, dapet gak sih keuntungan dari menerima dan memberikan feedback? Kalau iya, apa?		
P	004	Kalau menurutku dapet sih tapi kadang lebih ke bingung setelah menerima feedback.	Emergence finding - drawbacks	EMERGENCE FINDING/DRAW BACKS/A/004
I	005	Bingung kenapa?		
P	006	Walaupun ada keuntungannya tapi lebih ke bingung karena kadang tuh kasih feedbacknya ngasal gitu gak seperti dosen biasanya kasih kayak cuman yaudah dinilai biasa bagus kayak gitu.	Emergence finding - drawbacks	EMERGENCE FINDING/DRAW BACKS/A/006
I	007	Oh oke tapi kalau misalnya yang dari kelas kemarin argumentative writing itu kan ada tabel skornya dari segi apanya, itu kan udah disediakan sama dosen ya, itu membantu nggak?		
P	008	Membantu untuk ini sih, kasih nilainya, karena awal-awal kalau ngasih nilai ke temen kan		

		bingung bentuknya kayak apa, nggak tau harus tulis bagus atau gimana, kasih komen doang atau kasih skor kan kitanya nggak tau, jadi membantu sih kalau dikasih tabel tapi di sisi lain juga bingung ini kira-kira masuk ke yang skor nomor berapa gitu		
I	009	Oke, kalau misal dengan kamu dapet feedback itu tuh mempengaruhi kamu ngga?		
P	010	Iya sih, kalau misal yang feedbacknya menurutku masuk akal ya bisa sih, tapi kadang tuh ada yang menurutku udah bagus tapi ternyata skornya jelek jadi kayak agak kurang menerima.	Pattern - RECEIVE	PATTERN/RECEIVE/A/010

Participant : B
Duration : 00.27.31
Date : 12/5/2025
Place : Yogyakarta
I : interviewer
P : participant

I/P	Line	TRANSCRIPTION	THEMES	CODES
I	001	Halo, gimana kabarnya?		
P	002	Alhamdulillah baik		
I	003	Alhamdulillah, okey hari ini aku ada beberapa pertanyaan tentang peer feedback ya. Kita langsung aja ke pertanyaannya. Sebelumnya aku mau tanya apakah kamu pernah menerima atau memberikan feedback kepada temen kamu jika iya dalam hal apa? Matkul apa gitu?		
P	004	Oke. Sebelumnya aku itu waktu dulu di kelas Introduction to Argumentative Writing pernah diberikan amanat untuk diberikan tugas dari dosen buat ngereview buat ngereview task		

		temen-temen gitu kayak ini udah on track atau belum gitu. Peer feedbacknya pada saat itu aja sih di mata kuliah ya introduction to argumentative writing.		
I	005	Oh, alright Berarti itu tuh kayak cuman apa ya secara langsung dan nggak tertulis ya?		
P	006	Iya betul. Kebetulan waktu itu dari lecturernya sendiri itu tidak memberikan template kayak kita untuk giving score sama teman kita. Tapi waktu itu secara langsung aja gitu secara direct aja kita without any template and scoring gitu loh		
I	007	Nah berdasarkan pengalaman kamu itu ada nggak sih keuntungan dari memberi dan menerima feedback?		
P	008	<p>Ya, of course ya tentunya ada. Jadi kayak selain waktu itu aku ditugaskan untuk kayak giving feedback and check each other progress. Aku juga waktu itu sempat menerima juga minta juga nih kayak feedback dari temanku.</p> <p>Keuntungannya ya ketika review atau giving feedback sama temen aku, aku bisa lihat gitu point of viewnya mereka kayak tentang sebuah issue atau statement atau topik yang sedang mereka bahas. Terus yang kedua itu juga memberikan aku sesuatu yang kayak apa ya dijelaskan ya. Kayak. Suatu kayak skill karena kan mereview tuh kayak butuh skill banget ya. Jadi kayak gimana caranya nih kayak aku kan ngecek progress sama lain ya gimana caranya I have to be more gitu. Kayak aku nih harus lebih dulu nih sebelum ngecek nih Jadi cara aku waktu itu kayak aku belajar dulu nih kayak materi-materi di argumentative tuh kayak yang harus ada tuh apa aja. Kayak misal di kerangkanya atau di structuringnya tuh kayak misal pertama harus ada statement nih.</p>	Pattern - BOTH	PATTERN/BOTH/B/008

	<p>Dari statement ini nih kamu harus pilih dulu kamu mau di sisi apa apakah netral apakah kamu mau jadi opposite atau apa mau jadi yang completely agree. Terus kamu juga kayak harus ada statement nih yang membangun-bangunnya. Jadi kayak biar nyata gitu bisa dibantah balasannya. Terus conclusion. Nah aku nih kayak harus acquired that knowledge dulu gitu before reviewing other progress ya dari argumentative writing itu sendiri.</p> <p>Terus untuk yang aku dapatkan dari yang lain itu feedbacknya menurut aku ya cukup membangun ya. Jadi kayak ada yang feedback yang memang benar-benar kayak cukup membangun kita kayak misalnya kayak gini Oh Alya, you did it well but however you should learn about how to make unbiased sentence gitu ya contohnya. Itu kan kayak membangun gitu. Itu kan bagus gitu tapi membangun. Tapi ada juga yang feedbacknya itu kayak yang positif gitu.</p> <p>Positif feedback tuh kayak misal Oh you did it well gitu terus I appreciate how you develop your structure with a strong evidence. Ya, tentunya kayak gitu sih yang aku pelajari ya, yang aku dapatkan.</p>	<p>Pattern - RECEIVE</p>	<p>PATTERN/RECEIVE/B/008</p>
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