

ABSTRACT

DILA PRILA JAYUNA, 2024. "EXPLORING STUDENTS' PERCEPTIONS ON PEER FEEDBACK IN WRITING". English Education Department. Faculty of Educational Sciences and Teachers' Training. Siliwangi University. Tasikmalaya.

This research aims to explore students' perceptions during peer feedback in writing activities. Employing an exploratory case study approach, data collection involved semi-structured interviews, and analysed using thematic analysis by Braun and Clarke (2012). The participants were two English education students from a university in Eastern Priangan, West Java. The results revealed both students' positive and challenging perceptions of peer feedback in writing. In students' positive perceptions, there are several sub-themes such as the importance of peer feedback in writing activity, the importance of lecturer on peer feedback in writing activity, the abilities to create their own strategies for peer feedback in writing activities. On the other hand, on students' challenging perceptions, the sub-themes are feeling stressful and feeling doubt about the feedback given. This study is still limited to exploring students' perceptions of peer feedback in writing activities, with positive perceptions predominating. Future research could investigate specific peer feedback strategies and explore students' views on the treatment from different lecturers when assigning peer feedback, to enhance the design of peer feedback activities in writing. Additionally, increasing the number of participants and analysed documents could provide more comprehensive insights and improve the implementation of peer feedback in writing activity.

Keywords: Peer Feedback, Students' Perceptions, Writing Activities.