

ENCLOSURES

Enclosure 1 Statement of Voluntary Consents

STATEMENT OF VOLUNTARY CONSENT

Name : [REDACTED]
NPM : [REDACTED]
Semesters : 7
Major/Department : FKIP
Faculty : Pendidikan Bahasa Inggris
University : [REDACTED]

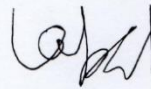
I have received and read the information in this consent form, and it was explained to me in a language I use and understand. I have had the opportunity to ask questions about this research and I have received satisfactory answers. I understand the general purposes, risks, and methods of this research. I consent to participate in the research project and the following has been explained to me:

- My participation is completely voluntary
- Whom I should I contact for any complaints with the research or the conduct of the research
- I can request a copy of the research findings and reports
- Security and confidentiality of my personal information.

In addition, I consent to:

- Audio recording of any part of or all research activities (if applicable)
- Provision of documents needed for research
- Publication of results from this study on the condition that my identity will not be revealed.

Taikmalaya City, 17, September 2023



[REDACTED]

STATEMENT OF VOLUNTARY CONSENT

Name : [REDACTED]
NPM : [REDACTED]
Semesters : 7th Semester
Major/Department : English Education
Faculty : Education and Teacher Training
University : [REDACTED]

I have received and read the information in this consent form, and it was explained to me in a language I use and understand. I have had the opportunity to ask questions about this research and I have received satisfactory answers. I understand the general purposes, risks, and methods of this research. I consent to participate in the research project and the following has been explained to me:

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Tasikmalaya, 17th September 2023

Adikya

[REDACTED]

Enclosure 2 Interview Guidelines

Research Question: What are the students' perceptions when doing peer feedback in writing activities?

Semi-Structured Interview	
Focus of area	Example of Questions
Pendahuluan dan informasi latar belakang	1. Apa yang anda ketahui tentang kegiatan peer feedback dalam proses mengerjakan tugas menulis? 2. Ceritakan pengalaman saat melakukan peer feedback dalam proses mengerjakan tugas menulis!
Students' perceptions when doing peer feedback in writing activities	1. Setelah melakukan kegiatan peer feedback pada aktivitas menulis, bagaimana pandangan anda terhadap peer feedback dalam kegiatan menulis? 2. Bagaimana langkah-langkah yang anda lakukan saat melakukan peer feedback dalam menulis? 3. Bagaimana cara anda memberikan komentar pada ide tulisan teman anda? 4. Bagaimana anda menanggapi komentar teman anda terkait ide tulisan anda? 5. Selain ide, apa saja yang menjadi fokus anda untuk dikoreksi saat melakukan peer feedback? (Grammar, tanda baca, struktur kalimat dan teks) 6. Bagaimana anda mengoreksi struktur teks, struktur kalimat, dan tanda baca tulisan teman anda? 7. Darimanakah anda mendapatkan pengetahuan terkait koreksi yang anda berikan? 8. Menurut anda, bagaimana peran dosen saat aktivitas peer feedback dalam tugas menulis? Apakah

Semi-Structured Interview	
Focus of area	Example of Questions
	memberikan penjelasan di awal, memberikan contoh, atau rubrik/table checklist. Menurut kamu apakah itu membantu?
	9. Bagaimana perasaan anda saat memberikan koreksi-koreksi pada tulisan teman anda?
	10. Bagaimana keyakinan kamu saat memberikan koreksi-koreksi pada tulisan teman anda?
	11. Bagaimana anda menerapkan korekasi yang diberikan teman anda ke dalam tulisan anda? Apakah anda menerakan seluruh koreksinya atau hanya Sebagian saja?
	12. Saat anda menerima koreksi atau komentar yang tidak dipahami dari teman anda, apa yang anda lakukan?
	13. Apa saja manfaat yang anda dapatkan dari kegiatan peer feedback?
	14. Bagaimana aktivitas peer feedback membantu anda dalam proses penyelesaian tugas menulis anda?
	15. Menurut anda, apakah merasa lebih mudah menerima koreksi dari teman sekelas daripada dari instruktur? Mengapa?
	16. Apa saja kesulitan yang anda hadapi ketika melakukan peer feedback dalam kegiatan menulis?
	17. Bagaimana cara mengatasi kesulitan tersebut?
	18. Apa saja tips atau strategi khusus yang kamu terapkan saat melakukan peer feedback dalam kegiatan menulis?

Semi-Structured Interview	
Focus of area	Example of Questions
Komentar tambahan	1. Coba ceritakan hal lain yang belum saya tanyakan yang ingin anda sampaikan tentang kegiatan peer feedback dalam aktivitas menulis?

Adapted from Gandasari et al., 2021; Mualifah (2021).

Enclosure 3 Transcript of Semi-Structured Interview

Date: Sunday, 17th September, 2023 at 01.00 p.m.

Interviewer: Dila Prila Jayuna (192122047)

Interviewee: Participant 1 (P1)

Speaker	Data Item
R	Okay [REDACTED], kalau gitu kita langsung ini aja ya, langsung ke pertanyaannya. Eee... di sini saya ada beberapa pertanyaan nanti [REDACTED] jawab aja sesuai pengalaman dan apa yang dirasakan [REDACTED]. [REDACTED] boleh ceritakan sedetail mungkin, okay.
P1	Yes siap.
R	Okay, eee... ini kita eee... pelan-pelan aja ya, it's okay. Pertanyaan pertama, nih. Eee... apa yang [REDACTED] ketahui tentang kegiatan peer feedback dalam proses mengerjakan tugas menulis? Boleh diceritakan.
P1	Kalau pengalaman saya mengenai peer feedback itu adalah sebuah kegiatan yang... yang ditugaskan oleh dosen mengampun [REDACTED], Ibu yang Grammar Discourse yang kita harus mengoreksikan grammar dari grammar biasa, apa ya dari punctuation [punctuation] sampai ke struktur kalimat itu yang ada tensesnya gitu. Nah eee... untuk eee... saya sih eee... saya harus melihat... melihat apa ya aturan-aturan dari peer feedback dan contoh-contohnya yang dari ibu dan juga sama di internet. Dan saya selalu melihat tersebut untuk em apa ya em feedback teman saya yang satu orang saja, tapi kalo dua orang sih enggak sih nggak pernah yang dua orang itu, tapi cuma satu orang aja. Satu orang teh eee... dari dulu teh ada [REDACTED], [REDACTED] aja, seperti itu. Nah, nah setelah itu teh saya melakukan tugasnya teh melalui pelan-pelan dan selalu berpikir gitu tapi kalo lupa saya lihat contoh yang diberikan tersebut gitu teh hehe. Seperti itu.
R	Hm oke oke oke oke. Iyap, coba kamu ceritakan eee... baik itu pengalaman positif atau negative saat mengerjakan peer feedback.
P1	Eem kalo penga... kalo cerita tentang peer feedback itu bisa kadang ini sih kadang aku kayak takut salah gitu soalnya pertama kali aku melakukan kegiatan peer feedback tersebut. Jadi, kayak aku merasa apa ya? Merasa kasihan gitu kok kok aku harus ini apa ya, kok aku harus judge ke temen hasil temen saya gitu. Kan saya punya rasa baik hati atau rasa kasihan gitu ke teman, ke temen lain gitu, dua temen sih yang saya itu. Nah, setelah itu, tap... saya harus apa ya eee... saya harus ikutin aturan atau suruhan dari dosen, jadi saya harus lakukan semampunya saja seperti itu teh.
R	Okey siap. Nah, setelah [REDACTED] melakukan kegiatan peer feedback itu dalam tugas-tugas menulis eee... gimana pandangan kamu terhadap peer feedback dalam kegiatan menulis, pandangan kamu setelah melakukan itu?
P1	Kalo pandangan saya tentang peer feedback itu eee... seperti apa ya seperti apa ya seperti mengoreksikan apa ya, kelakuan temen sama yang me... apa ya, tugas kayak tugas-tugas yang dari sekolah gitu yang pas jaman sekolah kan yaa guru kan harus melihat hasil jawaban dari tem... dari siswa, nah itu teh eee... guru-guru teh koreksikan dan juga kayak coret atau yang kayak dan juga salah gitu buat yang nomer-nomer soal dari apa ya, yang dijawabkan oleh siswa-siswa. Nah, siswa-siswa kadang dapat

Speaker	Data Item
	<i>nilai yang bagus atau yang jelek. Jadi, eee... peer feedback itu, peer feedback itu sepertinya terkait dengan hubungan dengan guru yang mengoreksikan eee... nah jawaban mengoreksikan jawaban pertanyaan atau soal-soal dari hasil siswa seperti itu teh.</i>
R	<i>Hmm okey, jadi istilahnya eee... seperti eee... menjadi seorang guru saat mengoreksi gitu, ya?</i>
P1	<i>Iya, betul itu teh.</i>
R	<i>Tapi, ini mengoreksinya dengan teman gitu, karena ini namanya peer gitu ya.</i>
P1	<i>Iya, betul.</i>
R	<i>Oke, baik. Nah, kemudian bagaimana langkah-langkah yang kamu lakukan saat melakukan peer feedback dalam menulis. Misalnya, pertama apa dulu? Kedua apa dulu? Sampe akhirnya selesai, itu eee... apa aja Langkah-langkahnya?</i>
P1	<i>Semampunya dari saya seperti itu kan?</i>
R	<i>Iya.</i>
P1	<i>Okey, oke dari langkah pertama saya harus lihat dulu apa ya contoh-contoh dan aturan peer feedback, mau dari dosen atau dari internet. Nah, setelah itu eee... saya juga ini sih juga nyari internet YouTube, eee... buat apa ya, bagaimana melakukan peer feedback nah eee... peer feedback itu lebih ini sih lebih ke pilihan hal apa ya memberi hak untuk apa ya memberi pilihan buat-buat kita untuk menjudge atau mengoreksi buat yang salah gitu hasil yang salah gitu buat dari teman atau dari teman lain gitu. Yang kedua teh saya mengerjakan peer-feedback tapi kadang saya kadang lupa ini apa ya lupa caranya gitu jadi saya lihat lagi eh jadi saya lihat dulu contoh-contoh yang dari langkah satu sambil mengerjakan eee... hasil atau hasil dari teman saya gitu, seperti itu. Dan langkah terakhir teh me... apa ya... Langkah terakhir teh saya peer feedback tentang teman saya yang sudah dikoreksi sama saya ke teman saya, nah teman saya juga send juga file yang tentang peer feedback aku yang kayak seperti kata aku gitu.</i>
R	<i>Iya.</i>
P1	<i>Ya kebalikannya gitu lah. Ya kayak gitu sih. [Field pause] Sepertinya itu aja sih dari langkah satu sampai berapa tadi? Ada langkah satu sampai ada langkah tiga ya? Ada tiga langkah ya?</i>
R	<i>Iya tiga.</i>
P1	<i>Berarti dari saya cuman tiga langkah itu teh.</i>
R	<i>Oh tiga langkah, okey. Kalo setelah menerima feedbacknya itu eee... diapakan feedback dari teman ?</i>
P1	<i>Eee... feedback dari teman saya sih terima aja iya terima. Tapi saya mau ini sih eee... apa ya, mau memperbaiki diri sendiri lagi pake words baru gitu file yang baru gitu jadi saya buat cadangan gitu jadi kalo yang... jadi aku bisa lihat feedback yang dari teman nah sekalian bikin bikin sendiri lagi. Apa ya, bikin file lagi gitu.</i>
R	<i>Oh iya.</i>
P1	<i>Disamain gitu maksudnya.</i>

Speaker	Data Item
R	<i>Oh, jadi si feedback dari temennya [REDACTED] itu di... diterapkan ya, diterima kemudian diterapkan juga di file yang baru yang diperbaikinya gitu ya?</i>
P1	<i>Iya. Iya itu Teh.</i>
R	<i>Okey. Kemudian gimana cara kamu memberikan komentar pada ide tulisan teman kamu?</i>
P1	<i>Komentar ya? Aku sih kalo aku pake Microsoft word. Nah, Microsoft teh ada itu ada fitur komentar. Nah, komentar teh tinggal saya ketik aja. Eh highlight dulu, highlight dulu yang kesalahan grammar pructuation [punctuation] atau kosa kata yang lain gitu jadi highlight aja gitu, setelah itu bikin komentar, setelah itu kasih aja feedback dari saya ke teman. Seperti itu. Beberapa kali aja, beberapa kali sampai dibawa. Seperti itu.</i>
R	<i>Heem okey. Nah, tadi eee... [REDACTED] eee... sempat mention terkait grammar, punctuation, sama kosa kata ya? Nah, eee... berarti eee... [REDACTED] juga menyoroti terkait eee... grammar, punctuation, sama kosa katanya. Nah, bagaimana e... [REDACTED] selanjut... maksudnya gimana sih cara [REDACTED] mengoreksi grammarnya, kemudian punctuationnya sama kosa katanya tuh kayak gimana?</i>
P1	<i>Paling saya ikuti, lihat aja sih, lihat dari dari internet juga dari dosen gitu file-filenya, Langkah-langkahnya, eee... daftar-daftar pructuation [punctuation], sama vocabulary, dan juga grammar gitu.</i>
R	<i>Hmmm oke oke oke. Okey siap. Kalo terkait eee... ide tulisan nih terkait ide tulisan, gimana cara kamu untuk mengomentari ide tulisan teman kamu?</i>
P1	<i>Ide tulisan, ya?</i>
R	<i>Iya, misalnya kan eee... sempat juga bikin kalimat-kalimat gitu, ya?</i>
P1	<i>Heem.</i>
R	<i>Nah, gimana eee... gimana cara kamu mengomentari kalimat-kalimat itu? Itu kan idenya, ya? Ide tulisannya.</i>
P1	<i>Kalo menurut aku sih, sama aja sih, highlight aja gitu. Highlight aja, terus udah itu teh kasih komentar, tapi saya bikin komentarnya di bagian... nggak, nggak dipisahin tapi digabung gitu. Jadi ada... aku kan kasih komentar tentang ya sesuai dari kalimat, kalimat. Grammar, grammar. Pructuation [punctuation], pructuation [punctuation], sama apa lagi ya? Sama vocabulary, vocabulary aja. Atau juga bisa campur gitu. Seperti itu.</i>
R	<i>Oke siap. Kemudian eee... [REDACTED] kan eee... nah tadi bilang eee... caranya itu lihat juga petunjuk-petunjuk dari dosen atau dari internet ya? Nah, eee... [REDACTED] berarti dapat pengetahuannya itu dari sana atau dari yang lain juga?</i>
P1	<i>Hmm dari... aku cari pengetahuannya dari sana aja. Dari internet sama dosen aja.</i>
R	<i>Oh, oke oke oke oke, siap. Nah, menurut kamu eee... gimana peran dosen saat aktivitas peer feedback dalam kegiatan menulis? Ya, dalam tugas menulis.</i>
P1	<i>Hehehehe, apa ya? Kalo peran dosen teh biasanya mengasih apa ya, ngasih tugas peer feedback pas H... pas sebelum matkulnya selesai. Yang</i>

Speaker	Data Item
	<i>habis, yang jamnya mau selesai tapi kalo awal sampai dan pertengahan nggak ada yang ngasih tugas kayak gitu. Tapi, kadang pada pertengahan ada apa ya? peer feedback yang dari temen juga bisa apay a, langsung ngedadak gitu. Kayak, kayak, sesuatu yang kayak, ck bukan yang dari temen, kayak peer feedback tentang teks teks apa gitu lah, kayak... yang ada paragraph gitu, Teh.</i>
R	<i>Heem. Oh, oke oke oke. Jadi memberi tugas ya, memberi tugas ya? Memberikan instruksi gitu yah?</i>
P1	<i>Iya.</i>
R	<i>Nah, waktu itu seingat kamu, dosennya memberikan petunjuk nggak? Misalnya, oh cara melakukan peer feedback seperti ini, ini, dan ini gitu.</i>
P1	<i>Hmm, kalo... sih iya. Tapi, ibu juga apa yah, mengasih apa ya... ngasih ak— sama teman lain apa ya, materi tentang peer feedback gitu, Teh.</i>
R	<i>Okay, jadi dijelaskan dulu ya sebelum ditugaskan.</i>
P1	<i>Iyah, betul.</i>
R	<i>Okey. Kemudian juga apakah eeeh... diberikan semacam table checklist?</i>
P1	<i>Table checklist?</i>
R	<i>Table checklist. Jadi, list apa saja yang harus dikoreksi gitu.</i>
P1	<i>Ada. Ada. Ada. Ada. Ada. Ada. Di table teh ada gitu, ada.</i>
R	<i>Oke eee... jadi table itu eee... dari dosen berarti ya, bukan cari sendiri?</i>
P1	<i>Iyah, dari dosen.</i>
R	<i>Oke, oke, oke, oke, oke. Okey, menurut kamu seberapa membantu eee... peran-peran tersebut?</i>
P1	<i>Paling apa ya, saya sih punya apa ya, semampunya saja hehe. Semampu melakukan atau melaksanakan peer feedback tersebut hehe. Seperti itu.</i>
R	<i>Oke, oke, oke, oke. Okey, selanjutnya nih, eee... gimana perasaan kamu saat memberikan koreksi-koreksi pada tulisan teman kamu? Tadi di awal sempat bilang eee... katanya takut gitu ya? Nah, selain takut apa lagi tuh? Coba bisa diceritakan.</i>
P1	<i>Hehehehe, oke jadi saya punya takut nah aku teh bukan gugup tapi kayak cuman takut aja bisi [khawatir] apa ya, merasa kasihan pokoknya mah. Aku merasa ada rasa simpati gitu. Nah, jadi kasihan, kasihan gitu sama teman. Nah, eee... proses yang pertengahan teh aku harus pak— apa ya, harus kerjain soalnya ada apa ya, ada deadline-nya tugas peer feedback gitu. Jadi, harus ikutin aja kerjain, kerjain aja. Ceklis aja ceklis atau kasih komentar seperti itu. Nah, aku kasih aja ke temen, berarti aku udah kasih kasih, ini saya pun saya merasa lega gitu.</i>
R	<i>Hmm... Oke, oke, oke, jadi... Okey siap. Nah, kemudian—</i>
P1	<i>Terus teh...</i>
R	<i>Iya, gimana?</i>
P1	<i>Nanti saya teh udah merasa lega berarti tugas yang peer—peer feedback itu yang dari dosen langsung apa ya... saya langsung lega, langsung tenang gitu, jadi aku langsung kerjain aja seperti biasa gitu. Jadi apa ya, tenang gitu jadi nggak takut lagi gitu.</i>

Speaker	Data Item
R	<i>Hm... Okey siap. Kemudian eee... bagaimana keyakinan kamu saat memberikan koreksi-koreksi pada tulisan teman kamu?</i>
P1	<i>Kalo keyakinanku sih apa ya kadang kadang apa ya, kadang bisa percaya diri sendiri, kadang enggak. Soalnya, apa ya, kadang apa ya, aku mah masih belum ngerti tentang kata-kata yang harus diperbaiki, mana yang benar atau salah gitu, jadi aku selalu punya apa ya, keyakinan netral gitu, jadi ada positif dan negatif gitu. Jadiii em jadi saya lebih ke mau positif atau negatif aja. Jadi, aku langsung aja dua-duanya, dua-duanya ngambil apa ya eee... keyakinannya teh mau dari itu lah. Jadi, mau bikin feedbacknya dua-dua keyakinannya dari saya, gitu saja Teh.</i>
R	<i>Hm oke oke. Jadi, [REDACTED] merasakan eee... bisa percaya diri dan juga eee... ragu-ragu ya? Dan juga ragu-ragu juga. Nah, apa yang bikin [REDACTED] percaya diri?</i>
P1	<i>Yang per... Kalo percaya diri sendiri apa ya? Saat, saat, saat aku lihat apa ya... peer feedback dari temen saya merasa apa ya ada ya merasa kayak persepsi yang judul teteh, maksudnya tuh apa ya, saya teh apa ya ada yang rasa aneh gitu kok kata-katanya kayak gitu sih kayak kata-katanya aneh gitu, kalimatnya juga aneh gitu kayak bukan aneh sih lebih ke nggak akurat gitu nggak akurat, nggak ada... nggak ini gitu, jadi saya sih perbaiki aja gitu. Saya sih seperti itu.</i>
R	<i>Oke, oke. Jadi, [REDACTED] merasa percaya diri karena [REDACTED] eee... sudah tahu nih ada kesalahan di dalam tulisan teman kamu gitu ya?</i>
P1	<i>Iyah, iyah, seperti itu, Teh. Kayak itu, kayak kata-kata yang nggak akurat gitu, tidak ada akuratnya gitu.</i>
R	<i>Oke, iya iya. Okey, dan kalo pas yang ragu-ragu itu, merasa ragu-ragu itu karena [REDACTED] kadang merasa eee... belum mengerti dengan apa yang harus dikoreksi gitu ya?</i>
P1	<i>Iya, seperti itu, Teh.</i>
R	<i>Hmm oke oke oke. Iyap. Okey selanjutnya nih. Bagaimana kamu menerapkan koreksi yang diberikan teman kamu ke dalam tulisan kamu? Setelah eee... kamu menerima feedback dari teman kamu, gimana untuk menerapkan koreksi itu ke tulisan kamu?</i>
P1	<i>Menerapkan dari, dari temen saya ke ke ke saya gitu?</i>
R	<i>Heem, ke tulisannya.</i>
P1	<i>Jadi, kalo aku sih em saya sih mau lihat dulu feedback dari temen saya. Nah, setelah itu saya tinggal bikin, perbaiki kalimat yang dari kesalahan-kesalahan tersebut. Nah, setelah itu saya bikin file aja yang baru atau copy file gitu, copy file yang dari Microsoft gitu. Saya ju... saya menerapkan apa ya atau memperbaiki kalimat dari feedback teman saya tersebut.</i>
R	<i>Hmm... Oke, oke, nah dari feedback teman kamu, apakah seluruhnya diterapkan atau kamu mengambil aja beberapa feedback yang “oh iya ini salah dan perlu saya perbaiki” gitu? Seluruhnya atau sebagian saja?</i>
P1	<i>Aku sih ngambil feedback aja dari tersebut. Dari temen.</i>
R	<i>Oh okey. Seluruh feedback-nya diterapkan atau sebagian saja?</i>
P1	<i>Sebagian saja, Teh.</i>

Speaker	Data Item
R	<i>Oh, Sebagian saja. Kenapa sebagian saja?</i>
P1	<i>Karena saya lebih cepet gitu, saya lebih focus ke feedback-nya aja sih. Fokus ke feedback, dan saya memperbaiki aja yang posisi poin-poinnya feedback gitu.</i>
R	<i>Hm okey, nah poin-poin itu kamu terapkan semua atau hanya sebagian?</i>
P1	<i>Hmm kalo aku sih pengen seluruhnya tapi pengen sebagian aja, kayak gitu Teh hehe.</i>
R	<i>Oh okey, kenapa tuh? Gimana maksudnya, ada seluruhnya, ada sebagian saja eee... gimana?</i>
P1	<i>Ehehe. Eee... maksudnya itu, kalo seluruh teh buat yang feedback atau yang diterapkan sama teman saya?</i>
R	<i>Oh, buat yang feedback. Nah, [REDACTED] kan menerima feedback dari teman [REDACTED]?</i>
P1	<i>Heem.</i>
R	<i>Nah, feedback-feedback itu, koreksi-koreksi itu, [REDACTED] terapkan di file yang perbaikannya, semuanya atau sebagian aja?</i>
P1	<i>Oh, yang feedback?</i>
R	<i>Heem.</i>
P1	<i>Aku ambil seluruhnya aja, seluruh feedback aja, nggak sebagian gitu. Maaf ya saya selalu ini kirain teh apa ya seluruh apa ya seluruh yang dari halaman awal sampai akhir gitu, sугan teh itu hehe.</i>
R	<i>Oh enggak, enggak. Feedback-nya aja.</i>
P1	<i>Oh iya, iya. Lupa, lupa, lupa.</i>
R	<i>Ya, nggak pa-pa, nggak pa-pa. Santai aja, santai aja.</i>
P1	<i>Hehe.</i>
R	<i>Jadi, feedback-nya diterapkan semua gitu ya? Diterima dan diterapkan semua.</i>
P1	<i>Iya.</i>
R	<i>Okey.</i>
P1	<i>Ya, seperti itu.</i>
R	<i>Okey, saat kamu menerima koreksi atau komentar yang tidak dipahami dari teman kamu, nah apa yang kamu lakukan?</i>
P1	<i>Yang aku, yang saya lakukan dari feedback itu eee... sepertinya saya mau memperbaiki aja. Saya pokoknya saya perbaiki, bikin ulang kalimat sama apa ya sambil mencari sinonim yang cocok gitu.</i>
R	<i>Hm oke, nah misalnya [REDACTED] dapat feedback, nah feedback-nya itu [REDACTED] belum mengerti apa maksud dari feedback-nya. Eee... [REDACTED] gimana ke teman [REDACTED]? Apa yang [REDACTED] lakukan?</i>
P1	<i>Emm... Kalo yang feedback yang belum paham teh saya mau nanyain itu sih nanyain ke teman saya gitu kok yang tentang, feedback yang belum paham gitu jadi saya mau nanyain gitu. Nah, setelah itu teh teman saya ngerespon gitu, itu feedback-nya apa gitu, tentang apa gitu, jadi saya ngerti feedback-nya dari teman.</i>
R	<i>Okey, siap. Jadi ditanyakan ya? Ditanyakan ke temannya. Oke oke.</i>
P1	<i>Betul.</i>

Speaker	Data Item
R	<i>Selanjutnya nih, apa saja manfaat yang kamu dapatkan dari kegiatan peer feedback?</i>
P1	<i>Manfaatnya? Manfaatnya lagi. Oke.</i>
R	<i>Boleh diceritakan.</i>
P1	<i>Kalo aku sih mau apa ya manfaatnya bisa meningkatkan kepercayaan, tapi tapi ragu juga bisa meningkatkan sih. Soalnya bisa... yang itu loh yang dari sebelumnya. Dari yang pas saya sebutkan.</i>
R	<i>Oke baik.</i>
P1	<i>Ragu teh juga negatif, keyakinan juga positif, jadi dua-duanya bisa naik gitu. Tapi, selain itu teh selain dari manfaat yang satu apa ya saya juga belajar cara mengkoreksi hasil pekerjaan dari temen, siswa, atau guru, atau dari yang lain, atau juga dari kakak kelas.</i>
R	<i>Okey. Jadi, belajar mengoreksi yah? Ada lagi?</i>
P1	<i>Eeeh, jadi... Tunggu-tunggu.</i>
R	<i>Okeh, boleh-boleh, santai aja-santai aja.</i>
P1	<i>Hehehe.</i>
R	<i>Oke oke.</i>
P1	<i>Jadi, selain keduanya, saya juga eee... berlatih kemampuan writing saya gitu, mau dari ketik atau dari tulisan. Tapi, sih dari dulu saya focus ke ketik aja sih. Soalnya kalo yang dari dari dulu teh cuma focus ke word aja gitu. Nggak pake kertas, nggak pake pensil soalnya dari zaman Covid gitu teh, jaman covid.</i>
R	<i>Oke oke oke.</i>
P1	<i>Jadi seperti itu. Yang terakhir, saya juga bisa apa ya, bisa selalu bertanya ke teman tentang feedback yang belum ngerti atau juga eee... apa ya mengenai eee... aturan-aturan sama apa ya aturan dan juga strukturnya si peer feedback dari grammar, vocabulary dan juga eee... apa lagi ya? Fructuration, apa ya?</i>
R	<i>Punctuation?</i>
P1	<i>Punctuation, punctuation ya itu.</i>
R	<i>Okey, jadi ada beberapa ya manfaat yang kamu dapatkan. Yang pertama itu tadi bisa meningkatkan percaya diri, bisa meningkatkan peer feedback, kemudian juga bisa belajar writing ya?</i>
P1	<i>Heem.</i>
R	<i>Kemudian bisa bertanya juga ke teman ya, berdiskusi tentang peer feedback-nya, begitu ya?</i>
P1	<i>Iya, betul Teh. Betul.</i>
R	<i>Oke, siap, siap. Kemudian, selanjutnya nih. Bagaimana aktivitas peer feedback membantu kamu dalam proses penyelesaian tugas menulis?</i>
P1	<i>Kalo aku sih dari dulu hehe dari dulu pernah selain selain peer feedback yang itu. Saya lebih ke apa ya, disuruh dosen untuk peer tentang teks-teks yang dari dosen dan tentang kosa kata atau dari grammar kalo nggak salah. Tapi, dikerjainnya sama kelompok gitu teh.</i>
R	<i>Oke, dikerjakannya kelompok.</i>

Speaker	Data Item
P1	<i>Heem. Kalo yang dari jaman dulu teh, dari jaman SD belum pernah melakukan peer feedback, taoui kalo untuk SMP belum pernah sama sekali, kalo jaman SMA ada sih, ada tentang SMA. SMA teh tugasnya teh peer feedback, tapi ini loh ibu teh disuruh teh apa ya tugas buku catatan, atau buku tugas yang Bahasa Inggris teh di kayak eee... kanan, di apa ya?</i>
R	<i>Ditukarkan?</i>
P1	<i>Tukerin, tukerin... Nah, iya itu, ditukarkan, nah udah itu teh ibu... ibu guru teh tinggal apa ya tulis, apa ya... ibu guru teh tulisin papan tulis teh yang ada kunci jawaban, kunci jawaban teh mau dari satu sampai tiga puluh heeh nah itu tiga puluh itu teh.</i>
R	<i>Iya.</i>
P1	<i>Nah, udah itu teh aku sama temen lain apa ya, mengkoreksi soal apa ya jawaban dari soal-soal yang dari ibu tinggal apa ya saya koreksi aja yang conteng-conteng gitu. Nah, nilai itu teh udah beberapa kali udah koreksi udah beberapa kali kemudian ibu teh juga menulis apa ya di kayak apa ya seratus dibagi sepuluh, Sembilan puluh dibagi sepuluh gitu apa ya kayak itu teh kayak matematika tapi itu teh buat nilai itu teh, nilai. Nah itu teh harus pake kalkulator, atau mau dari HP, atau dari kalkulator yang biasa itu teh.</i>
R	<i>Oh, iya siap, itu buat nilainya ya?</i>
P1	<i>Iya buat nilai itu teh, dari ingatan saya gitu.</i>
R	<i>Okey, nah kalo pas kuliah nih kan ada tugas-tugas menulis ya? Terus juga ditugaskan untuk peer feedback, nah menurut [REDACTED] eee... gimana peer feedback dapat membantu dalam proses tugas menulis itu? Apakah misalnya, oh jadi bisa dikoreksi sama temen gitu, atau gimana?</i>
P1	<i>Oh iya ya, oh iya dari pas itu teh saya dapet apa ya aku dapet tugas dari temen tapi tentang bukan bukan, bukan dari grammar tapi dari tentang Bahasa Inggris dari materi yang lain. Temen saya suruh aku mengkoreksi tentang grammar-grammar kayak gitu.</i>
R	<i>Oh iya.</i>
P1	<i>Saya tinggal lihat aja kalo ada yang salah tinggal kasih feedback aja, tapi aku udah lihat dari atas sampai bawah teh nggak ada kesalahan jadi kayak udah aman gitu. Jadi, tinggal kasih tahu aja gitu sama saya, aman gitu. Seperti itu.</i>
R	<i>Hm okey. Jadi, membantu dalam proses editing ya?</i>
P1	<i>Iya.</i>
R	<i>Jadi, membantu dalam proses editing, okey. Nah, selanjutnya, menurut kamu apakah merasa lebih mudah menerima koreksi dari teman sekelas atau dari instruktur atau dari dosen gitu?</i>
P1	<i>Saya sih lebih ke terima dari temen aja hehe. Soalnya...</i>
R	<i>Oh, dari temen aja?</i>
P1	<i>Iya, biar lebih banyak feedback sama apa ya sama kesalahan-kesalahan bisa ini apa ya meningkatkan apa ya otak saya buat perbaiki yang kayak gitu.</i>

Speaker	Data Item
R	<i>Hm oke oke, baik, baik. Selanjutnya nih, apa saja kesulitan yang kamu hadapi saat melakukan peer feedback dalam tugas menulis?</i>
P1	<i>Apa teh?</i>
R	<i>Apa saja kesulitan eee... yang kamu hadapi saat melakukan peer feedback di dalam tugas menulis?</i>
P1	<i>Tugas menulis?</i>
R	<i>Iya, kseulitannya.</i>
P1	<i>Hmm... Kalo dari aku sih kesulitannya teh apa ya punya ragu, kayak punya ragu-ragu, terus saya kadang eee... kadang missing apa ya ketinggalan apa ya ketinggalan kata-kata yang salah gitu. Soalnya kan banyak kata-kata atau kalimat-kalimat atau paragraph gitu jadi aku lupa gitu. Kok aku lupa gitu. Itu yang ragu sama... sama apa tadi, missing words gitu.</i>
R	<i>Okey.</i>
P1	<i>Kayaknya dari kesulitan juga apa ya hmm bentar na na na na na cuman dari saya sih cuma ada dua sih.</i>
R	<i>Ho oke dua aja ya? Siap.</i>
P1	<i>Iya.</i>
R	<i>Nah, gimana cara kamu mengatasi kesulitan itu?</i>
P1	<i>Kalo untuk ragu sih saya apa ya? Harus yakin aja lah, yakin aja. Terus saya juga kadang lihat dulu struktur dan juga aturan dari si itu peer feedback yang dari grammar, pructuation [punctuation], dan juga vocabulary gitu.</i>
R	<i>Oke.</i>
P1	<i>Nah itu buat menyelesaikan ragu-ragu. Nah, untuk missing word teh itu yang banyak kata-kata sama itu kan, itu teh saya harus lebih... matanya harus pelan-pelan jangan cepet-cepet gitu, jadi harus pelan-pelan, tenang, kalem, ya walaupun sih waktunya lama, tapi harus pelan-pelan gitu biar dapat apa ya maksudnya kena itu loh kena bukan bukan bukan kena, dapet kata missingnya gitu, missing word.</i>
R	<i>Okey, okey, jadi lebih teliti gitu ya?</i>
P1	<i>Yap, seperti itu.</i>
R	<i>Okey, selanjutnya nih. Apa saja tips atau strategi khusus yang kamu terapkan saat melakukan peer feedback dalam kegiatan menulis. Tips dan strategi.</i>
P1	<i>Tipsnya ya?</i>
R	<i>Ya, tips atau strategi.</i>
P1	<i>Kalo tips dari saya sih eee... selalu ini yakin, yakin sama bertanya dulu buat diskusi tentang peer feedback mau dari struktur atau aturan juga lah. Nah, kita itu saling membantu untuk diskusi tersebut dan saya dan eee... harus apa ya harus lihat-lihat dulu, kalau kita lupa harus selalu lihat aturan sama itu loh yang sambil lihat, sambil kerjain gitu.</i>
R	<i>Okey, ada lagi?</i>
P1	<i>Terakhir sih saya kadang harus fok, harus teliti untuk melihat kata-kata yang, yang nggak akurat atau yang nggak jelas gitu, jadi harus teliti untuk membaca dan melihat kata-kata gitu.</i>

Speaker	Data Item
R	<i>Okey, siap. Nih pertanyaan terakhir, nih. Coba ceritakan hal lain yang belum saya tanyakan yang ingin kamu sampaikan tentang kegiatan peer feedback dalam aktivitas menulis. Barangkali ada yang belum saya tanyakan tapi eee... kamu ingin menyampaikan tentang kegiatan peer feedback.</i>
P1	<i>Jadi, saya itu izin nanyain tentang itu...</i>
R	<i>Kenapa?</i>
P1	<i>Maksudnya saya mau nanyain atau kasih pemandangan lagi tentang si peer feedback gitu ya?</i>
R	<i>Iya, masih pandangan tentang peer feedback, barangkali ada yang ingin kamu sampaikan. Selain yang tadi udah ditanyakan.</i>
P1	<i>Oh iya, iya. Kalo saya sih peer feedback itu harus ini sih harus lebih apa ya harus fokus, harus apa ya harus kerjain apa ya bareng gitu maksudnya apa ya buat work together buat ini kita bisa berkomunikasi atau juga juga bisa ini bisa selalu berteman gitu buat apa ya buat kerjain tugas bukan eee..., koreksi sama-sama dan bikin feedback sama-sama gitu. Mau dari daring atau luring gitu.</i>
R	<i>Oke oke, diskusi gitu ya?</i>
P1	<i>Nah iya iya itu, betul. Nah selain itu eee... peer feedback juga bisa membantu kita apa ya membantu kita eee..... membantu kita konsentrasi dan juga meningkatkan konsentrasi apa ya konsentrasi yang pas kata yang saya sebutkan itu yang missing words itu. Jadi, kita bukan hanya melakukan teliti tapi bisa meningkatkan konsentrasi mata kita gitu untuk missing words gitu.</i>
R	<i>Okey, ada lagi?</i>
P1	<i>Sudah sih, teh.</i>
R	<i>Sudah, sudah cukup?</i>
P1	<i>Yes.</i>
R	<i>Okey, itu pertanyaan terakhir, terima kasih atas jawaban-jawabannya. Nanti kalo misalnya masih kurang bisa saya hubungi lagi ya [REDACTED] ya?</i>
P1	<i>Oke Teh, siap.</i>

*The transcript is attached partially due to research ethic of confidentiality.

Date: Wednesday, 20th September, 2023 at 08.00 p.m.

Interviewer: Dila Prila Jayuna (192122047)

Interviewee: Participant 2 (P2)

Speaker	Data Item
R	<i>Okay, kalau gitu kita langsung aja ya. Ini ada beberapa pertanyaan dan [REDACTED] bisa jawab sesuai dengan pengalaman dan apa yang [REDACTED] rasakan. Okei, pertanyaan yang pertama. Apa yang kamu ketahui tentang kegiatan peer feedback dalam proses mengerjakan tugas menulis?</i>
P2	<i>Setahu saya, seingat saya, peer feedback itu lebih... biasanya menyebutnya peer review. Jadi yang saya ingat itu dari peer feedback, bisa sejenis dokumen dan semacamnya. Eeem... itu tuh dokumen tersebut milik yang sendiri atau rekan sekelompok. Dan dokumen tersebut diberik kritikan atau pun sugesti. Dalam pengerjaan eee... dalam pengerjaan paper tersebut.</i>
R	<i>Okei, ada lagi?</i>
P2	<i>Eee... Tidak ada.</i>
R	<i>Okei, selanjutnya coba ceritakan pengalaman saat melakukan peer feedback dalam proses mengerjakan tugas menulis!</i>
P2	<i>Eee... sepengalaman saya tentang peer feedback itu sedikit lupa, saya kurang bisa mengikuti konteks atau seperti apa, kata-kata yang terlalu berulang atau terlalu eee... bagaimana ya? Terlalu mengu... Tadi apa kata-kata yang terlalu berulang, atau kata-kata yang justru kontradiksi terhadap statement sebelumnya. Ada juga beberapa grammar mistake yang sebenarnya kecil tapi karena entah mungkin itu typo atau memang kurang tahu arti dari kata tersebut justru malah membuat konteksnya itu lain.</i>
R	<i>Oke, oke, oke.</i>
P2	<i>Tapi, pada sisi lain peer feedback juga sangat penting ketika sang penulis sendiri tidak tahu apa lagi yang harus diubah.</i>
R	<i>Hm Oke oke oke. Jadi yang [REDACTED] rasakan ada hal positive dan negative-nya gitu ya?</i>
P2	<i>Iya.</i>
R	<i>Oke oke. [REDACTED], mohon maaf tadi di awal-awal itu sedikit cracking suaranya. Boleh diulang nggak, sebelum [REDACTED] menceritakan tentang apa yang [REDACTED] pusingin. Nah, statement, kalimat sebelum itu.</i>
P2	<i>Oh. Eee... Peer feedback itu sepengalaman saya eee... di sisi ada positivenya ada negative-nya. Tapi biasanya, kalau kita highlight, biasanya kan peer feedback itu mencari kesalahan ya, atau memberi sugesti. Untuk mencari kesalahannya biasanya yang saya temukan itu di daerah grammar atau grammar, vocabulary, context, dan kadang katanya itu terlalu berulang sehingga membuat pembacanya itu terasa pusing dan kurang yakin gitu.</i>
R	<i>Iya, iya. Itu efektivitas kalimat ya. Oke oke.</i>
P2	<i>Iya, seperti itu, efektivitas kalimat.</i>
R	<i>Oke, nah selanjutnya. Setelah melakukan kegiatan peer feedback pada aktivitas menulis, bagaimana pandangan kamu terhadap peer feedback dalam kegiatan menulis?</i>

Speaker	Data Item
P2	<i>Menulis secara garis besar itu penting ya, karena apa tuh disebutnya. Karena kita kalau mengetik di dokumen itu sebagai dokumentasi juga ada buat pengingat juga. Dan peer feedback itu menurut saya sangat penting. Dari awal saya mengikuti mata kuliah apa ya waktu itu? ARW ya, Academic reading and writing tuh sangat penting karena ketika saya menulis itu saya tidak tahu salahnya di mana. Dan persepsi saya ketika saat itu saya tidak merasa peer feedback itu sangat penting gitu. Tapi setelah saya apa, mencoba mengikuti peer feedback karena memang apa eee... tuntutan mata kuliah juga, ternyata saya menyadari kalau peer feedback itu penting karena ada rekan-rekan di sana yang mengetahui konteksnya, entah itu mengetahui konteksnya lebih jelas atau lebih tahu lebih jauh gitu. Terus ada yang memperhatikan grammar-nya, ada juga yang mencari oh ternyata ada typo di sini, ada typo di sana. Jadi, pada akhir cerita peer feedback sangatlah penting.</i>
R	<i>Okei, jadi menurut pandangan kamu peer feedback itu penting dalam eee... proses penulisan gitu ya, okei.</i>
P2	<i>Sangat penting.</i>
R	<i>Iyap. Selanjutnya nih, bagaimana langkah-langkah yang kamu lakukan saat melakukan peer feedback dalam menulis?</i>
P2	<i>Eee... pertama biasanya karena ini sudah zaman penggunaan AI ya. Pertama saya menggunakan program yang dapat membantu seperti Grammarly untuk mencari kesalahan Grammar atau ada typo untuk memperbaiki dan bisa di-highlight, sehingga dokumen itu lebih rapi ya dalam penulisan. Yang kedua, saya baca dulu apa eee... main point dari article atau paper tersebut untuk mencari tahu secara garis besar apa konteks dalam paper ini lalu setelah itu saya baca detailnya secara cepat, ketika ada yang perlu di-highlight saya highlight dan saya beritahukan kepada rekan apakah ini harus diubah, apakah ini harus diganti atau apakah ini harus ditambahkan sesuatu. Setelah itu saya kembalikan lagi paper-nya kepada rekan yang menjadi peer saya.</i>
R	<i>Okei, nah di dalam kegiatan peer feedback juga kita saling ini kan ya, saling menukar file gitu ya di dalam kayak tugas-tugas yang kemaren itu, kita saling menukar file dengan peer kita. Nah, setelah [REDACTED] memberikan feedback, [REDACTED] juga menerima feedback dari peer kan ya? Nah, apa yang dilakukan terhadap feedback tersebut?</i>
P2	<i>Tentunya yang paling jelas itu dibaca dulu ya feedback-nya dari peer saya itu apa saja. Trus, kalo misalkan memang ada apa eee... yang harus direvisi, saya revisi saya cari tahu lagi apa kesalahannya ada di mana. Jika perlu saya revisi, saya revisi. Kalau misalkan ternyata terlalu pendek saya perpanjang apa bermain kata gitu ya. Dan kalau ternyata konteksnya kurang bagus mungkin saya rombak dari awal.</i>
R	<i>Oke, oke. Selanjutnya nih, dalam menulis itu kan memerlukan ide tulisan ya? Bagaimana cara kamu memberikan komentar pada ide tulisan teman kamu?</i>

Speaker	Data Item
P2	<i>Eee... yang pertama saya baca dulu eee apa papernya secara singkat, skimming and scanning. Saya pahami dulu konteks dan arah dari papernya itu kemana. Lalu saya searching di internet. Searching artikel dan semacamnya yang masih searah gitu kan, yang serupa untuk mencari tahu apa yang bisa saya lakukan, di manakah gap-nya. Dan ya, untuk konteksnya untuk isi papernya seperti itu, kalau misal kesalahan kecil seperti grammar atau penggunaan kata mungkin seperti yang sebelumnya saya menggunakan Grammarly dan saya baca sedikit jika luang.</i>
R	<i>Oke, oke, oke. Berarti [REDACTED] itu yang disoroti ada selain ide tuh ada grammar, kemudian tadi [REDACTED] juga sempet nyebutin vocabulary sama struktur kalimat ya, efektivitas kalimat. Nah, kalau dengan struktur teks itu diperhatikan juga nggak? Kemudian yang apa namanya punctuation, tanda baca, itu diperhatikan juga nggak?</i>
P2	<i>Untuk saya pribadi soalnya kurang baik ya dalam punctuation. Tapi, terkadang ketika saya mengetahui ada kesalahan dalam tanda baca, saya beri tahu juga gitu.</i>
R	<i>Oke, oke, oke. Iyap, alright. Nah, tadi [REDACTED] sempet mention eee... nyari-nyari dulu referensi di internet untuk eee... memberikan feedback terhadap tulisan teman ya. Nah, selain dari itu, dari mana [REDACTED] mendapatkan pengetahuan terkait koreksi yang [REDACTED] berikan?</i>
P2	<i>Eee... biasanya dari internet sih secara garis besar, apa dominannya. Dominannya dari internet karena kita di internet kan ada Google Scholar, ada DOAJ, ada repositori universitas juga. Dan mungkin untuk penambahan saya bisa mencari sebuah website yang memiliki kredibilitas, yang bisa dipercaya. Selain itu mungkin ada, meskipun sedikit tidak terlalu searah gitu ya, di perpustakaan ada beberapa buku yang meskipun tidak terlalu connect dengan artikelnya tapi da beberapa bahasan yang masih bisa dipakai.</i>
R	<i>Hmm... Baik, baik. Kalo dengan materi-materi di perkuliahan, apakah itu juga jadi salah satu referensi untuk memberikan feedback?</i>
P2	<i>Tergantung pada konteks paper-nya, tetapi biasanya bisa. Jadi, eee... referensi untuk peer feedback. Apalagi untuk mengoreksi struktur dari teks yang ditulis.</i>
R	<i>Baik, baik. Nah, menurut kamu, bagaimana peran dosen saat aktivitas peer feedback dalam tugas menulis?</i>
P2	<i>Eee... peran dosen sangat baik ya karena dosen juga yang mengajari kami cara melakukan peer feedback, menjelaskan struktur apa saja yang harus di-highlight dan semacamnya. Jujur karena ini sudah lama lewat ya, saya juga sedikit lupa untuk detail-detailnya.</i>
R	<i>Hm... Baik, baik. Nah, seingat kamu apakah dosen itu sebelum menugaskan peer feedback di tugas menulis itu memberikan selain tadi guidelinesnya memberikan juga semacam table checklist gitu.</i>
P2	<i>Table checklist? Saya kurang ingat table checklist.</i>
R	<i>Hm okay. Nah, kalau guidelinesnya itu semacam apa, masih ingat nggak kira-kira?</i>

Speaker	Data Item
P2	<i>Guidelinesnya itu seingat saya itu semacam kerangka ya. Seperti apa eee... aduh apa ya, eee... udah mulai lupa ya ini.</i>
R	<i>Oke, oke nggak pa-pa.</i>
P2	<i>Udah dua tahun nih. Tapi yang saya inget itu yang jelas ada dibagi tiga bagian yang saya ingat itu seperti pembuka, isi dari paper-nya itu di tengah dan di bawahnya itu ada closing statement atau conclusion.</i>
R	<i>Oke, oke, oke. Nah menurut kamu apakah hal-hal yang tadi itu membantu dalam proses peer feedback-nya?</i>
P2	<i>Sangat membantu karena itu bisa dibilang hal-hal paling dasar gitu.</i>
R	<i>Okay, baik, baik. Kemudian, gimana perasaan kamu saat memberikan koreksi-koreksi pada tulisan teman kamu?</i>
P2	<i>Eee... Perasaannya itu sedikit stressful ya karena saya tipe orang yang ingin rekan saya ini mendapatkan hasil yang terbaik. Ketika saya merasa ada hal yang perlu dikoreksi, tapi saya tidak bisa menemukan apa yang harus dikoreksi tersebut atau apa saran yang harus diberikan, di sana saya merasa oh peer feedback ini sedikit stressful karena saya tidak bisa menemukan hasil yang saya harapkan.</i>
R	<i>Oke, oke. Maksudnya hasil yang kamu harapkan itu adalah feedback apa eee... yang seharusnya kamu kasih gitu ya?</i>
P2	<i>Iya, feedback apa yang seharusnya dikasih tapi kurang maksimal, contohnya seperti itu.</i>
R	<i>Hmm oke oke oke, kemudian, bagaimana keyakinan kamu saat memberikan koreksi-koreksi pada tulisan teman kamu?</i>
P2	<i>Eee, kalau saya pribadi sebenarnya ragu-ragu ya, karena memang orangnya seperti ini, selalu ragu terhadap hasil tapi selalu ingat saya sudah berusaha.</i>
R	<i>Oke oke, ada lagi?</i>
P2	<i>Eee dari saya tidak ada, itu mungkin semuanya</i>
R	<i>Oke oke, selanjutnya nih, bagaimana kamu menerapkan korekasi yang diberikan teman kamu ke dalam tulisan kamu?</i>
P2	<i>Cara menerapkannya, tergantung pada koreksi yang diberikan rekan ya. Kalau misalkan apa, kalau misalkan ada hal-hal apa namanya... feedback yang misalnya tidak terlalu fatal gitu ya, biasanya saya lakukan perubahan kecil, entah itu mengambahkan referensi atau merubah dari struktur kalimatnya, entah mungkin saya baca-baca lagi materinya lalu saya perbaiki. Soalnya itu kembali ke jenis feedbacknya. Karena juga tergantung apa yang diberikan bahwa ada misalnya materi yang cocok, atau banyak kesalahan grammar misalnya rombak lagi dari awal, tapi itu jarang terjadi sih.</i>
R	<i>Oke oke oke. Kemudian, saat kamu menerima koreksi atau komentar yang tidak dipahami dari teman kamu, apa yang kamu lakukan?</i>
P2	<i>Eee saya bertanya kembali atau saya bertanya kepada rekan-rekan lainnya apa yang dimaksud dari eee yang apa, apa yang dimaksud dari komentar yang diberikan teman saya. Karena yang namanya peer feedback itu bisa jadi eee bisa jadi sangat penting gitu, dan kalau misalnya tidak dipahami,</i>

Speaker	Data Item
	<i>khawatirnya malah jadi apa tuh Bahasa Indonesianya? I worried that it will affect bad to myself just because I don't understand what is the meaning of the comment or the feedback.</i>
R	<i>Oke oke oke yap. Nah, kemudian tadi sempat dmention juga di awal kalo menurut kamu peer feedback itu ada hal positive dan negative-nya ya? Nah, boleh disebutkan lagi mungkin apa saja manfaat yang kamu dapatkan dari kegiatan peer feedback?</i>
P2	<i>Eee the benefit of peer feedback is that... first of all I can find out the mistake or the errors or the critiques that should be there or the missing material that was expected from by the peer, by my peer actually. That is one of the positive sides of the peer feedback. I understood that having a peer to review my paper is actually important. Then, the negative side is that it is so much stressful to know get might the best result for my partner, eventhough, I try my best. That is the first one, and the second one is sometimes it is stressful to find the small mistakes, because some persons are perfectionist maybe OCD. So ya, sometimes it was a bit stressful. Sometimes, the context just doesn't add up one to others which is quite fatal that I understand that we are still students.</i>
R	<i>Oke. Is there anyone else?</i>
P2	<i>No, nothing. Aduh, maaf ya pake Bahasa Inggris.</i>
R	<i>Nggak pa-pa, senyamannya kamu aja. Jadi, tetep ya ada dua sisi. Negative and positive. Nah, eee tadi kamu sempat mention kalo punya peer itu cukup menguntungkan gitu ya dalam penyelesaian tugas menulis. Nah, menurut kamu, apakah merasa lebih mudah menerima koreksi dari teman sekelas atau mending dari dosen aja gitu? Mengapa?</i>
P2	<i>I would rather feedback from lecturer because kita sebut aja bagaikan siswa dan guru, mereka beranggapan bahwa guru itu lebih tahu meskipun, kita kurang tahu ya apakah dosennya itu memang lebih cerdas dari mahasiswa seperti yang mahasiswa harapkan atau justru mereka tidak mengetahui eee tidak apa, kurang menguasai materi yang ditanyakan. Tapi, sebagai mahasiswa saya memilih bertanya pada dosen karena ya, seperti yang saya katakana sebelumnya, saya berharap dosen lebih tahu karena memiliki jenjang Pendidikan yang lebih tinggi juga.</i>
R	<i>Oke oke, nah, kita balik lagi ke peer feedbacknya. Gimana aktivitas peer feedback membantu kamu dalam proses penyelesaian tugas menulis?</i>
P2	<i>It's very simple, one I get peer feedback I know what are the mistakes, I know what are the errors, I know what context that does not add up. So, I basically fix all of those and paper should be done if there is norma critique from the lecturer.</i>
R	<i>Okay, so it makes you easier dalam hal editing gitu ya?</i>
P2	<i>Yap.</i>
R	<i>Okay, selanjutnya, tadi kamu beberapa kali mention soal stressful dalam aktivitas peer feedback ya, dan itu juga mungkin jadi salah satu kesulitan. Eeem, stressfulnya itu kayak misalnya menemukan hal kecil yang perlu dikoreksi gitu ya. Nah, gimana cara kamu dalam menghadapi atau</i>

Speaker	Data Item
	<i>mengatasi hal-hal itu, gimana? Sampai akhirnya selesai melakukan peer feedbacknya.</i>
P2	This part is quite tricky should I say and it is quite helpful. I use AI like grammarly to check for small mistakes like typo or what's that effective sentence or word, and sometimes I just need to check like the paper entirely so I need to read from start to end. That is one of the processes get stressful because you need to read from start to end like word per word which is quite stressful when you read it again.
R	<i>Okay, nah, saat kamu merasa stressful itu, apakah kamu istirahat dulu atau ya udah deh beresin aja dulu gitu. Gimana?</i>
P2	I'm a person that cannot calm if I'm not finish my work, so I finish first the paper before I do anything else.
R	<i>Alright. Oke oke. Selanjutnya, apa saja tips atau strategi khusus yang kamu terapkan saat melakukan peer feedback dalam kegiatan menulis?</i>
P2	The first one is skimming and scanning. The second one is understand the context of the paper. After you do that, you read entirely and then you look for references to find the gap that shouldn't be there. And the last one is you re-check all the grammars and detail if you really have time because I'm not sure if everyone have time to check the details. That's why we think that Grammarly exist. I guess that's all.
R	<i>Nah, kemudian, saat kamu melakukan peer feedback itu gimana cara kamu memilih peer-nya?</i>
P2	I do not choose my peer. It's like, I'm okay with anyone. But sometimes if I want to go professional, I look for the people who understand either the context or the understand grammar well.
R	<i>Okay, ini pertanyaan terakhir ya. Coba ceritakan hal lain yang belum saya tanyakan yang ingin anda sampaikan tentang kegiatan peer feedback dalam aktivitas menulis?</i>
P2	I can say that peer feedback could be stressful sometimes but when you do it properly it is quite satisfying actually. And you finally able to understand the context, you know the mistakes, you know what to expect, you know what to fix, it's quite satisfying. And one your friend becomes your peer and you give your paper you can also find what will they expect. Because we always want to know what people expecting from our paper. That's all something that can be fixed and sometimes suggestions. And when you finished your paper after being reviewed, it is useful because you know what's wrong and you can fix it. And when you've done fix it there's nothing for you to do until the next review or you just can save it or you just give it back to the lecturer.
R	Okay, is there anything else?
P2	Nothing, I guess that's all.
R	Alright. Thank you very much.

*The transcript is attached partially due to research ethic of confidentiality.

Enclosure 4 Codification and Themes

Participant 1

Speaker	Data Item	Initial Code
R	Okay, eee... here we are eee... just take it slow, it's okay. First question, here. Eee... what does ■■■ know about peer feedback activities in the process of doing writing assignments? You can tell.	
P1	In my experience regarding peer feedback, it is an activity that... is assigned by the lecturer ■■■, Mrs. Grammar Discourse, where we have to correct the grammar from ordinary grammar, from punctuation to the sentence structure which has tenses like that. Well, eee... for eee... me, eee... I have to see... see what the rules of peer feedback are and the examples from lecturer and also the same on the internet. And I always see this for the purpose of feedback from just one person, but if it's two people, it's never two people, but just one person. One person, eh... from the beginning there was ■■■, like that. Well, after that I do my job slowly and always think like that, but if I forget I look at the example given, that's how it is, hehe. Like that.	Experience regarding peer feedback in writing activity Peer feedback steps
R	Hm okay okay okay okay. Yep, try telling me... whether it was a positive or negative experience when doing peer feedback.	
P1	Um, if you know... if you talk about peer feedback, sometimes I'm afraid I'll make a mistake, because it's the first time I'm doing this peer feedback activity. So, what do I feel like? I feel so sorry, why do I have to do this, why do I have to judge my friend's results like that? I have feelings of kindness or pity for my friends, for other friends, for two of my friends. Well, after that, but... what should I do, eh... I have to follow the rules or orders from the lecturer, so I just have to do as much as I can, like that.	Feeling afraid Feeling sorry because have to judge peer's writing Feeling stressful when have to re-check the peer's writing Following the rules or order from the lecturer to finish the task
R	OK, ready. So, after ■■■ carried out the peer feedback activity in writing assignments, eee... what is your view of peer feedback in writing activities, what is your view after doing that?	
P1	In my opinion about peer feedback, eee... what is it like, what is it like, what is it like correcting what is it, what is the behavior of friends who are... what is it, assignments are like assignments from school, that's right in school	Experience regarding peer feedback in writing activity

Speaker	Data Item	Initial Code
	time, right? Teachers have to look at the results of the answers. from the friends... from the students, well that's it... the teachers corrected it and also like crossed it out or something like that and also got it wrong for what the question numbers were, which were answered by the students. Well, students sometimes get good or bad grades. So, eee... peer feedback, peer feedback seems to be related to the relationship with the teacher who corrects eee... well the answer is correcting the answers to questions or questions based on student results like that.	Experience regarding peer feedback in writing activity Experience regarding peer feedback in writing activity
R	Hmm okay, so the term eee... is like eee... being a teacher when correcting, right?	
P1	Yes, that's right, Teh.	
R	But, this is correcting it with friends, because this is called a peer, right?	
P1	Yes, it is true.	
R	Ok, fine. So, then what are the steps you take when doing peer feedback in writing? For example, what first? Second, what first? Until it's finally finished, eee... what are the steps?	
P1	That's what I can do, right?	
R	Yes.	
P1	Okay, okay, from the first step I have to see first what examples and rules for peer feedback are, whether from the lecturer or from the internet. Well, after that, eee... I'm also looking for YouTube on the internet, eee... for what, how to do peer feedback, well eee... peer feedback is more about choosing what things to do, giving rights for what, giving choices for -for us to judge or correct wrong results, such as those from friends or from other friends. Secondly, I'm doing peer-feedback but sometimes I sometimes forgets this, or forgets how to do that, so I look again, eh, so I look at the examples from step one while doing eee... the results or results from my friends, like that, like that. And my last step... what is it... My last step is peer feedback about my friend which has been corrected by me to my friend, well my friend also sent a file about my peer feedback which is like what I said.	Peer feedback steps Experience regarding peer feedback in writing activity Peer feedback steps
R	Yes	
P1	Yes, it's the opposite. Yes, it's like that. [Field pause] I think that's all from step one to what? There's step one to step three, right? There are three steps, right?	Peer feedback steps
R	Yes, three.	
P1	That means there are only three steps for me.	

Speaker	Data Item	Initial Code
R	Oh three steps, okay. If after receiving the feedback, eh... what do you do with the feedback from [REDACTED] friends?	
P1	Eee... I just accept feedback from my friends. But I want this, eh... what is it, I want to improve myself again using new words, a new file, so I make a backup, so if that... so I can see feedback from friends, so I can make it myself again. Yes, create another file like that.	Peer feedback steps
R	Oh yes.	
P1	That's what it means.	
R	Oh, so the feedback from [REDACTED] friend was... applied, accepted, then applied to the new file which he corrected, right?	
P1	Yes Yes, that's Teh.	
R	OK. Then how do you comment on your friend's writing ideas?	
P1	Comments huh? I mean, I use Microsoft Word. Well, Microsoft seems to have a comments feature. So, I just have to type the comment. Eh, highlight first, first highlight the grammatical errors, pructuation [punctuation] or other vocabulary, so just highlight it, after that make a comment, after that just give feedback from me to a friend. Like that. Just a few times, a few times until it gets carried away. Like that.	Peer feedback steps Corrected things on peer feedback
R	Hey, okay. Well, earlier... [REDACTED] eee... mentioned grammar, punctuation and vocabulary, right? Well, eee... means eee... [REDACTED] also highlighted eee... grammar, punctuation, and vocabulary. So, how about e... [REDACTED] next... I mean how does [REDACTED] correct his grammar, then what is the punctuation and vocabulary like?	Peer feedback steps
P1	At most, I just follow it, just look at it, look at it from the internet and also from the lecturer, the files, the steps, eee... lists of punctuations, vocabulary and grammar too.	Corrected things on peer feedback
R	Hmmm okay okay okay. OK, ready. If it's related to eh... writing ideas, this is related to writing ideas, how do you comment on your friend's writing ideas?	
P1	Writing ideas, huh?	
R	Yes, for example, eh... you also have time to make sentences like that, right?	
P1	Heem.	
R	So, how eee... how do you comment on those sentences? That's the idea, right? The writing idea.	
P1	In my opinion, it's the same, just highlights. Just highlight, then that's it, I'll give comments, but I'll make the comments in sections... no, not separately but combined like that. So there is... I'll give a comment about it	Peer feedback steps

Speaker	Data Item	Initial Code
	according to the sentence, sentence. Grammar, grammar. Pructruation [punctuation], pructruation [punctuation], what else is it? Same vocabulary, just vocabulary. Or you can also mix it up. Like that.	Corrected things on peer feedback
R	OK, ready. Then eee... [REDACTED] didn't eee... well you said eee... the way to do that is also to look at the instructions from the lecturer or from the internet, right? Well, eh... [REDACTED] means you got your knowledge from there or from someone else too?	
P1	Hmm, from... I'll just look for knowledge from there. Just from the internet and lecturers.	Experience regarding peer feedback in writing activity
R	Oh, okay okay okay okay, noted. So, in your opinion... what is the role of the lecturer during peer feedback activities in writing activities? Yes, in writing assignments.	
P1	Hehehehe, what is it? If the lecturer's role is usually to provide what, yes, give peer feedback assignments right after H... right before the course is finished. Those who are finished, those who have time to finish, but from the beginning to the middle, no one gives assignments like that. But, sometimes in the middle, what happens? Peer feedback from friends can also be something, just like that. Like, like, something like, tsk, not from friends, like peer feedback about what kind of text, like... with paragraphs like that, Teh.	The role of the lecturer in peer feedback activity is very good
R	Hey. Oh, okay okay okay. So giving assignments, giving assignments, huh? Giving instructions like that, right?	
P1	Yes.	
R	So, at that time, as you remember, the lecturer gave you instructions or not? For example, oh how to do peer feedback like this, this, and this and that.	The role of the lecturer in peer feedback activity is very good
P1	Hmm, if... well yes. But, what are you going to give me, what do you give me... what do you give my son—[REDACTED] to other friends, material about peer feedback like that, Teh.	The role of the lecturer in peer feedback activity is very good
R	Okay, so explain it first before assigning it.	
P1	Yes, that's right.	
R	OK. Then also, eh... given some kind of checklist table?	
P1	Table checklist?	
R	Table checklist. So, what list needs to be corrected?	
P1	There is. There is. There is. There is. There is. There is. There is. There's something like that on the table, Teh.	The role of the lecturer in peer

Speaker	Data Item	Initial Code
		feedback activity is very good
R	OK, eee... so that table eee... from the lecturer means yes, can't you find it yourself?	
P1	Yes, from the lecturer.	The role of the lecturer in peer feedback activity is very good
R	OK, OK, OK, OK, OK. OK, how helpful do you think these ee... roles are?	
P1	What's the most? I have what I can, as much as I can hehe. As much as you can carry out or carry out peer feedback, hehe. Like that.	The role of the lecturer in peer feedback activity is very good
R	OK, OK, OK, OK. OK, next, eh... how do you feel when you give corrections to your friend's writing? At the beginning, [REDACTED] said eee... he said he was afraid, right? So, apart from being afraid, what else is there? Try telling it.	
P1	Hehehehe, okay so I'm afraid, well I'm not nervous, but I'm just afraid, bisi [worried] what is it, I feel sorry, basically. I feel like there's sympathy. So, I'm sorry, I feel sorry for my friend. Well, eh... in the middle of the process, I have to, sir, what, I have to do it because there's something wrong with it, there's a deadline for the peer feedback assignment. So, you have to just do the work, just do the work. Just check the checklist or leave a comment like that. Well, I just gave it to a friend, it means I've given it to you, so I feel relieved.	Feeling sorry because have to judge peer's writing Following the rules or order from the lecturer to finish the task Feeling relieved after the assignment done
R	Hmm... OK, OK, OK, so... OK, ready. Well, then—	
P1	Keep going...	
R	Yes, how?	
P1	Later, I felt relieved, meaning the assignment was peer-reviewed directly from the lecturer... I was immediately relieved, immediately calm, so I just did it as usual. So what, calm down so you're not afraid anymore.	Feeling relieved after the assignment done
R	Hm... OK, ready. Then eh... how confident are you when giving corrections to your friend's writing?	
P1	What do I believe in? Sometimes I can believe in myself, sometimes I can't. The problem is, what is it, sometimes what is it, I still don't understand the words that need to be corrected, what is right or wrong, so I always have what is it, neutral beliefs, so there are positives and negatives.	Feeling confident when already know what needs to be corrected in friend's writing

Speaker	Data Item	Initial Code
	So, I'd rather be positive or negative. So, I just went ahead with both of them, both of them took whatever, eh... I believe that's what I'm going to do. So, I want to give feedback, both of my beliefs, that's all, Teh.	Feeling doubt about the feedback given Feeling confident when already know what needs to be corrected in friend's writing
R	Hm okay okay. So, [REDACTED] feels eee... can be confident and also eee... doubtful, right? And also doubtful too. So, what makes [REDACTED] confident?	
P1	The first... What do you believe in yourself? When, when, when I see what... peer feedback from my friends, what do I feel? Is there, I feel like the perception in the title, what does it mean? -the words are strange, the sentences are also strange, like it's not strange, it's more like inaccurate, inaccurate, nothing... nothing like that, so I'll just fix it like that. I'm like that.	Feeling confident when already know what needs to be corrected in friend's writing
R	Okay, okay. So, [REDACTED] feels confident because [REDACTED], eh... already knows that there are mistakes in your friend's writing, right?	
P1	Yes, yes, like that, Teh. Like that, like words that are not accurate like that, there is no accuracy like that.	Feeling confident when already know what needs to be corrected in friend's writing
R	OK, yeah yeah. OK, and if you're in doubt, you're feeling hesitant, it's because [REDACTED] sometimes feels like he doesn't understand what needs to be corrected, right?	
P1	Yes, like that, Teh.	
R	Hmm okay okay okay. Yep. OK, next. How do you apply corrections given by your friends to your writing? After ee... you receive feedback from your friends, how do you apply the corrections to your writing?	
P1	Applying from, from my friend to to me like that?	
R	Yeah, on to the writing.	
P1	So, if I were an em, I would want to see feedback from my friends first. So, after that I just have to make and correct the sentences containing these mistakes. So, after that I just create a new file or copy a file like that, copy a file from Microsoft like that. I also... I applied what I did or corrected the sentence from my friend's feedback.	Peer feedback steps
R	Hmm... OK, OK, so from your friend's feedback, was it all implemented or did you just take some of the feedback that was "oh yeah this is wrong and I need to fix it" like that? All of it or just part of it?	

Speaker	Data Item	Initial Code
P1	I'm just taking feedback from that. From a friend.	
R	Oh okay. Is all the feedback implemented or only part of it?	
P1	Just some of it, Teh.	
R	Oh, just some of it. Why only some?	
P1	Because I'm faster, I just focus more on the feedback. Focus on feedback, and I'll just fix the position of the feedback points.	
R	Hm, okay, so do you apply all of these points or only some of them?	
P1	Hmm, if I want the whole thing but only want part of it, something like that, Teh, hehe.	
R	Oh okay, why is that? What do you mean, there's all of it, there's just some of it, eee... what?	
P1	Ehehe. Eee... what does that mean, if all for feedback or for my friend to apply?	
R	Oh, for feedback. So, [REDACTED] received feedback from [REDACTED] friends, right?	
P1	Yeah.	
R	So, did [REDACTED] apply that feedback, those corrections to the files that were corrected, all of them or just some of them?	
P1	Oh, the feedback?	
R	Yeah.	
P1	I just take it all, just all the feedback, not some of it. Sorry, I'm wondering what you said, the whole thing, everything from the first page to the end, that's a good hehe.	Strategy on doing peer feedback in writing
R	Oh no, no. Just the feedback.	
P1	Oh yeah, yeah. Forget, forget, forget.	
R	Yes, it's okay, it's okay. Just relax, just relax.	
P1	Haha.	
R	So, that's how all the feedback is applied, right? Accepted and implemented by all.	
P1	Yes.	
R	OK.	
P1	Yes, like that.	
R	OK, when you receive a correction or comment you don't understand from your friend, what do you do?	
P1	What I, what I do from the feedback is eh... I think I just want to improve it. Basically, I corrected it, rephrased the same sentence while looking for a suitable synonym.	Peer feedback steps
R	Hm, okay, well, for example, if [REDACTED] gets feedback, well, [REDACTED] doesn't understand what the feedback means. Eee... , what about [REDACTED] friends? What did [REDACTED] do?	

Speaker	Data Item	Initial Code
P1	Erm... If there's feedback that doesn't understand, I want to ask that, I'm going to ask my friend about that, feedback that doesn't understand, so I want to ask that. Well, after that, my friend responded like that, what kind of feedback was that, what was it about, so I understood the feedback from my friend.	Strategy on doing peer feedback in writing
R	OK, ready. So you ask, right? Ask a friend. Okay, okay.	
P1	That's right.	
R	Next, what benefits do you get from peer feedback activities?	
P1	The benefit? More benefits. Okay.	
R	You can tell me.	
P1	What do I want? The benefits can increase confidence, but doubt can also increase it. Because you can... that's the one from before. From what I just mentioned.	Can increase confident
R	Ok, fine.	
P1	Doubt is also negative, confidence is also positive, so both can increase. But, apart from that, apart from the one benefit, I also learned how to correct my work from friends students, or teachers, or from others, or also from upperclassmen.	Feeling doubt about the feedback given Can learn how to correct peer's writing
R	OK. So, learn to correct, okay? There are more?	
P1	Eehh, so... Wait a minute.	
R	OK, that's fine, just relax.	
P1	Hehehe.	
R	Okay, okay.	
P1	So, apart from those two, I also eee... practice my writing skills, whether from typing or from writing. But, from the beginning I just focused on typing. The problem is that from the beginning we only focused on words. Don't use paper, don't use a pencil because it's from the Covid era, that's the Covid era.	Can practice writing skills
R	Okay, okay, okay.	
P1	So like that. Lastly, what can I also do? I can always ask friends about feedback that I don't understand or eee... what about eee... what are the same rules and also the structure of the peer feedback from grammar, vocabulary and also eee... what else? Fructuation, what is it?	Can discuss with peer
R	Punctuation?	
P1	Punctuation, punctuation, that's it.	
R	OK, so there are several benefits you get. The first thing is that it can increase self-confidence, it can increase peer feedback, and then you can also learn writing, right?	
P1	Yeah.	

Speaker	Data Item	Initial Code
R	Then you can also ask friends, discuss peer feedback, right?	
P1	Yes, that's right, Teh. That's right.	Can discuss with peer
R	OK, ready, ready. Then, next. How do peer feedback activities help you in the process of completing writing assignments?	
P1	As for me, hehe, I've never been there before, other than that peer feedback. What am I more interested in, being told by the lecturer to peer about texts from the lecturer and about vocabulary or grammar if I'm not mistaken. But, she did it with a group like that.	
R	OK, group work.	
P1	Yeah. For those from earlier times, since elementary school, they have never done peer feedback, but for middle school, never at all, in high school there is, there is about high school. In high school, the assignment is peer feedback, but this is what teacher are told to do with notebook assignments, or assignment books in English, which are like eee... right, what are they in?	
R	Exchanged?	
P1	Exchanged, exchanged... Well, that's it, exchange it, that's it, ma'am... the tea teacher, what do you need to write, what do you do... the teacher, write on the blackboard with the answer key, the answer key will be from one to thirty, heeh well that's thirty Teh.	
R	Yes.	
P1	Well, that's it, I'm with another friend, what do I do, correcting the answers to the questions from my teacher, what do I do? Well, I've corrected those grades several times, and then Mrs. also wrote something like one hundred divided by ten, ninety divided by ten, something like that, it's like mathematics, but that's what the grades are, grades. So, you have to use a calculator, or you have to use a cell phone, or you have to use a regular calculator.	Experience regarding peer feedback in writing activity
R	Oh, yeah ready, that's what it's worth, right?	
P1	Yes, that's the value, that's what I remember.	
R	OK, so when you're in college, there are writing assignments, right? Then you are also assigned for peer feedback, so according to [REDACTED], eee... how can peer feedback help in the writing assignment process? For example, oh, so you can correct that with a friend, or what?	
P1	Oh yes yes, oh yes from that time I got something, I got an assignment from a friend but it was about no no, not	

Speaker	Data Item	Initial Code
R	about grammar but about English from other materials.	
	My friend asked me to correct grammar like that.	
R	Oh yes.	
P1	I'll just have to look and see if there's anything wrong, just give me feedback, but I've looked from top to bottom and there's no error so it looks like it's safe. So, just let me know, it's safe. Like that.	Peer feedback steps
R	Hmm, okay. So, it helps in the editing process, right?	
P1	Yes.	
R	So, help in the editing process, okay. So, next, do you think it is easier to accept correction from classmates or from instructors or from lecturers?	
P1	I would rather accept it from friends hehe. The thing is...	Prefer to get feedback from peer rather than lecturers
R	Oh, just from a friend?	
P1	Yes, so that I can get more feedback on these mistakes and improve my brain to improve things like that.	Prefer to get feedback from peer rather than lecturers
R	Hm okay okay, fine, fine. Next, what difficulties do you face when doing peer feedback on writing assignments?	
P1	What's it, Teh?	
R	What difficulties do you face when doing peer feedback in writing assignments?	
P1	Writing assignments?	
R	Yes, the difficulty.	
P1	Hmm... For me, the difficulty is that I have doubts, it's like I have doubts, and then I sometimes eee... sometimes I'm missing what I'm missing or what I'm missing are the wrong words. The thing is, there are so many words or sentences or paragraphs that I forget. How come I forgot that? That's the one who is doubtful about... what it was, missing words like that.	Feeling doubt about the feedback given
R	OK.	
P1	It seems like there are also difficulties, hmm, wait a minute, na na na na na, from me there are only two.	
R	Ho, okay, just two, right? Ready.	
P1	Yes.	
R	So, how do you overcome this difficulty?	
P1	If I'm in doubt, what am I? Just be sure, just be sure. Then I also sometimes look at the structure and rules of peer feedback from grammar, punctuation and vocabulary.	Following the rules or order from the lecturer to finish the task
R	Okay.	

Speaker	Data Item	Initial Code
P1	So that's enough to resolve your doubts. So, for the missing word, Teh, which has a lot of the same words, right? I have to be more... my eyes have to be slow, not so fast, so I have to be slow, calm, calm, yes, even though it takes a long time, but You have to take it slow so you can get what it means to hit, you know, hit, no, no, not hit, you get the missing word, missing word.	Be more thorough and careful in correcting peer's writing
R	OK, OK, be more careful, okay?	
P1	Yep, like that.	
R	OK, next. What special tips or strategies do you apply when doing peer feedback in writing activities? Tips and strategies.	
P1	Tips, right?	
R	Yes, tips or strategies.	
P1	As for my tips, eh... always be sure, be sure to ask questions first to discuss peer feedback, whether it's the structure or rules too. Well, we help each other with the discussion and me and eee... what should we do, we have to look around first, if we forget we have to always look at the same rules while looking at it, while doing it like that.	Strategy on doing peer feedback in writing
R	OK, is there anything else?	
P1	Lastly, sometimes I have to focus, I have to be careful to see words that are inaccurate or unclear, so I have to be careful to read and see words like that.	Strategy on doing peer feedback in writing
R	OK, ready. Here's the last question, here. Try telling me something else that I haven't asked that you want to convey about peer feedback activities in writing activities. Maybe there's something I haven't asked, but eh... you want to talk about peer feedback activities.	
P1	So, let me ask about that...	
R	Why?	
P1	I mean, I want to ask or give another view about peer feedback, right?	
R	Yes, there are still views on peer feedback, perhaps there is something you want to convey. Apart from what was already asked.	
P1	Oh yeah, yeah. For me, peer feedback is what it should be, what should it be, what should it be, should it be focused, what should it be, should it be done together, what does it mean, what does it mean to work together, for this we can communicate or also this can be done, we can always be friends, that's why we can do it. It's not a task, eee..., correct it together and give feedback together. Whether online or offline.	Strategy on doing peer feedback in writing Can discuss with peer

Speaker	Data Item	Initial Code
R	OK, OK, that's the discussion, right?	
P1	Well, yes, that's right. Well, apart from that, eee... peer feedback can also help us, or help us, eee..... help us concentrate and also increase concentration, is concentration correct, the words I mentioned are the missing words. So, we are not only careful but we can increase our eye concentration for missing words.	Can increase concentration Can increase concentration
R	OK, is there anything else?	
P1	That's it, Teh.	
R	Enough, enough?	
P1	Yes.	
R	OK, that's the last question, thanks for the answers. Later, if for example it's still not enough, I can contact you again, [REDACTED], okay?	
P1	OK Teh, Noted.	

**The interview transcript has translated into English.*

Participant 2

Speaker	Data Item	Initial Code
R	Okay, then let's get straight to it, shall we? There are several questions and [REDACTED] can answer them according to your experience and what [REDACTED] feels. OK, first question. What do you know about peer feedback activities in the process of doing writing assignments?	
P1	As far as I know, as far as I can remember, peer feedback is more... usually called it peer review. So, what I remember is from peer feedback, it could be some kind of document and something like that. Eeem... that document belongs to the person himself or a group of friends. And the document is given criticism or suggestions. In progress eee... in the process of working on the paper.	Experience regarding peer feedback in writing activity
R	OK, is there anything else?	
P1	Eee... There isn't any.	
R	OK, next try telling me about your experience when doing peer feedback in the process of doing a writing assignment!	

Speaker	Data Item	Initial Code
P1	Eee... in my experience with peer feedback it's a bit forgetful, I can't follow the context or something like that, the words are too repetitive or too eee... how about that? Too queasy... What were the words that were too repetitive, or words that actually contradicted the previous statement? There are also several grammatical errors which are actually small, but because they are either typos or because they don't really know the meaning of the words, they actually make the context different.	Corrected things on peer feedback Feeling doubt about the feedback given
R	Oke, oke, oke.	
P1	But, on the other hand, peer feedback is also very important when the author himself doesn't know what else to change.	Peer feedback is very important in writing activity
R	Hm OK OK OK. So what [REDACTED] feels is that there are positive and negative things, right?	
P1	Yes.	
R	Okay, okay. [REDACTED], I'm sorry your voice cracked a little at the beginning. Can you repeat it before [REDACTED] tells you what [REDACTED] is worried about? So, the statement, the sentence before that.	
P1	Oh. Eee... Peer feedback is in my experience eee... on the side there are positives and there are negatives. But usually, when we highlight, the peer feedback is usually looking for mistakes, or giving suggestions. To look for mistakes, I usually find them in the area of grammar or grammar, vocabulary, context, and sometimes they say it's too repetitive so it makes the reader feel dizzy and unsure.	Experience regarding peer feedback in writing activity Corrected things on peer feedback
R	Yes yes. That's the effectiveness of the sentence, right? Okay, okay.	

Speaker	Data Item	Initial Code
P1	Yes, like that, the effectiveness of the sentence.	Corrected things on peer feedback
R	OK, now next. After carrying out peer feedback activities in writing activities, what is your view of peer feedback in writing activities?	
P1	Writing in general is important, because that's what it's called... Because when we type in a document it serves as documentation and it also serves as a reminder too. And I think peer feedback is very important. From the start, what courses did I take at that time? ARW yes, Academic reading and writing. It is very important because when I wrote it, I didn't know where I went wrong. And my perception at that time was that I didn't feel that peer feedback was very important. But after what I did, I tried to take part in peer feedback because it was eh... the demands of the course too, it turned out that I realized that peer feedback was important because there were colleagues there who knew the context, whether it was knowing the context more clearly or knowing more, like that. . Then there are those who pay attention to the grammar, there are also those who look for oh it turns out there's a typo here, there's a typo there. So, at the end of the story peer feedback is very important.	Experience regarding peer feedback in writing activity Peer feedback is very important in writing activity Corrected things on peer feedback Peer feedback is very important in writing activity
R	OK, so in your opinion, peer feedback is important in the writing process, okay?	
P1	Very important.	Peer feedback is very important in writing activity

Speaker	Data Item	Initial Code
R	Yep. Next, what steps do you take when doing peer feedback in writing?	
P1	Eee... firstly, usually because this is the era of using AI, right? First, I use a program that can help, such as Grammarly, to look for grammatical errors or typos to correct and can be highlighted, so that the document is neater in writing. Secondly, I first read the main point of the article or paper to find out in general what the context is in this paper, then after that I read the details quickly, when there is something that needs to be highlighted, I highlight it and tell my peer. should this be changed, should this be replaced or should something be added to this. After that, I returned the paper to my peer.	Peer feedback steps
R	OK, well, in peer feedback activities we also do this with each other, right, we exchange files, like in the tasks, we exchange files with our peers. So, after [REDACTED] gave feedback, [REDACTED] also received feedback from peers, right? So, what do you do with this feedback?	
P1	Of course, the most obvious thing is to read the feedback from my peers first, whatever it is. Then, if for example there is something that needs to be revised, I will revise it and find out where the error is. If I need to revise, I revise. If, for example, it turns out to be too short, I'll lengthen it or play on words like that. And if it turns out the context isn't good, maybe I'll change it from the start.	Peer feedback steps
R	Okay, okay. Next, writing requires writing ideas, right? How do you comment on your friend's writing ideas?	
P1	Eee... the first thing I read was the paper briefly, skimming and scanning. I first understand the context and direction of the paper. Then I searched on the internet. Searching for	Strategy on doing peer feedback in writing

Speaker	Data Item	Initial Code
	articles and the like that are still in the same direction, right, that are similar to finding out what I can do, where are the gaps. And yes, for the context of the content of the paper like that, if for example there are small mistakes such as grammar or word usage, maybe like before, I use Grammarly and I read a little when I have free time.	Corrected things on peer feedback
R	Okay, okay, okay. This means that what [REDACTED] is highlighting is that apart from ideas there is grammar, then [REDACTED] also mentioned vocabulary and sentence structure, sentence effectiveness. So, do you also pay attention to the structure of the text? Then what about punctuation, punctuation, do you pay attention to it or not?	
P1	For me personally, the problem is that I'm not good at punctuation. But, sometimes when I find out there is an error in punctuation, I let you know that too.	Corrected things on peer feedback
R	Okay, okay, okay. Yep, alright. Well, earlier [REDACTED] mentioned eee... looking for references on the internet for eee... giving feedback on a friend's writing. So, apart from that, where did [REDACTED] get your knowledge regarding the corrections that [REDACTED] gave?	
P1	Eee... usually from the internet, in general, what is dominant. The internet is dominant because on the internet we have Google Scholar, there is DOAJ, there are university repositories too. And maybe in addition I can look for a website that has credibility, that can be trusted. Apart from that, there may be, although a little less so, in the library there are several books which, even though they are not really connected to the article, have some topics which can still be used.	Experience regarding peer feedback in writing activity

Speaker	Data Item	Initial Code
R	Hmm... OK, OK. Regarding lecture materials, is that also a reference for providing feedback?	
P1	It depends on the context of the paper, but usually it can. So, eee... references for peer feedback. Moreover, to correct the structure of the written text.	The role of the lecturer in peer feedback activity is very good
R	Fine. So, in your opinion, what is the role of the lecturer during peer feedback activities in writing assignments?	
P1	Eee... the role of the lecturer is very good because the lecturer also teaches us how to do peer feedback, explains what structures should be highlighted and such. Honestly, because it's been a long time, I've also forgotten a bit about the details.	The role of the lecturer in peer feedback activity is very good
R	Hm... OK, OK. So, do you remember, before assigning peer feedback on writing assignments, the lecturer also provided, apart from the guidelines, a kind of checklist table.	
P1	Table checklist? I don't remember the checklist table.	
R	Hm okay. So, what kind of guidelines are they, do you still remember them or not?	
P1	As far as I remember, the guidelines are a kind of framework. Like what eee... oh what, eee... I'm starting to forget this.	The role of the lecturer in peer feedback activity is very good
R	OK, OK, that's fine.	
P1	It's been two years. But what I remember clearly was that it was divided into three parts that I remember, namely the opening, the contents of the paper in the middle and below it was the closing statement or conclusion.	The role of the lecturer in peer feedback activity is very good

Speaker	Data Item	Initial Code
R	Okay, okay, okay. So, do you think these things help in the peer feedback process?	
P1	It's very helpful because it can be said to be the most basic things.	The role of the lecturer in peer feedback activity is very good
R	Okay, fine, fine. Then, how do you feel when you give corrections to your friend's writing?	
P1	Eee... The feeling is a little stressful, because I'm the type of person who wants my colleague to get the best results. When I feel there is something that needs to be corrected, but I can't find what to correct or what advice to give, there I feel oh peer feedback is a little stressful because I can't find the results I expected.	Feeling stressful when have to re-check the peer's writing Feeling stressful when have to re-check the peer's writing
R	Okay, okay. What do you mean by the result that you expect is what kind of feedback, eh... that should you give, right?	
P1	Yes, what feedback should be given but it is not optimal, for example like that.	
R	Hmm okay okay okay, then, how confident are you when giving corrections to your friend's writing?	
P1	Hem, personally, I'm actually doubtful, because people are like this, always doubtful about the results but always remembering that I've tried.	Feeling doubt about the feedback given Feeling relieved after the assignment done
R	OK OK, is there anything else?	

Speaker	Data Item	Initial Code
P1	Eee from me nothing, that's probably everything.	
R	OK, OK, next, how do you apply the corrections given by your friends to your writing?	
P1	How to apply it depends on the correction given by your colleague. For example, if there are things, what are they called... feedback that is not too fatal, for example, I usually make small changes, whether it's adding a reference or changing the sentence structure, maybe I read the material again and then correct it. The problem goes back to the type of feedback. Because it also depends on what is given, for example if the material is suitable, or if there are lots of grammatical errors, for example changing it from the start, but that rarely happens.	Corrected things on peer feedback
R	Okay, okay, okay. Then, when you receive a correction or comment you don't understand from your friend, what do you do?	
P1	Eee I ask again or I ask other colleagues what is meant by what eee, what is meant by the comment my friend gave. Because what is called peer feedback can be very important, and if for example it is not understood, what are you worried about in Indonesian? I'm worried that it will affect me badly just because I don't understand what is the meaning of the comment or the feedback.	Strategy on doing peer feedback in writing Peer feedback is very important in writing activity Feeling doubt about the feedback given
R	OK, OK, OK, yep. Well, then I mentioned at the beginning that you think peer feedback has positive and negative things, right? So, maybe I can mention again what benefits you get from peer feedback activities?	

Speaker	Data Item	Initial Code
P1	Eee the benefit of peer feedback is that... first of all I can find out the mistakes or the errors or the criticisms that should be there or the missing material that was expected from by the peer, by my peer actually. That is one of the positive sides of peer feedback. I understood that having a peer to review my paper is actually important. Then, the negative side is that it is so much stressful to know what might be the best result for my partner, even though, I try my best. That is the first one, and the second one is sometimes it is stressful to find the small mistakes, because some people are perfectionists maybe OCD. So yeah, sometimes it's a bit stressful. Sometimes, the context just doesn't add up one to others which is quite fatal that I understand that we are still students.	Knowing what is wrong and needs to be fixed Peer feedback is very important in writing activity Feeling stressful when have to re-check the peer's writing Corrected things on peer feedback
R	Oke. Is there anyone else?	
P1	No, nothing. Oops, sorry for using English.	
R	Ng It's okay, just as comfortable as you like. So, there are still two sides. Negative and positive. Well, you mentioned earlier that having a peer is quite beneficial in completing writing assignments. So, in your opinion, do you find it easier to receive correction from classmates or is it better just to receive correction from the lecturer? Why?	
P1	I would rather have feedback from the lecturer because let's call it students and teachers, they assume that the teacher knows better, although we don't know whether the lecturer is actually smarter than the students as the students expect or whether they don't know, eh, that's okay, not enough, master the material asked. However, as a student I choose to ask the lecturer because yes, as I said	Prefer to get feedback from lecturers rather than peer Prefer to get feedback from

Speaker	Data Item	Initial Code
	before, I hope the lecturer knows better because they have a higher level of education too.	lecturers rather than peer
R	OK, OK, now, let's go back to peer feedback. How do peer feedback activities help you in the process of completing writing assignments?	
P1	It's very simple, one I get peer feedback I know what are the mistakes, I know what are the mistakes, I know what context that doesn't add up. So, I basically fix all of those and the paper should be done if there is a norm of critique from the lecturer.	Knowing what is wrong and needs to be fixed
R	Okay, so it makes editing easier for you, right?	
P1	Yap.	
R	Okay, next, you mentioned stress several times in peer feedback activities, and that might also be one of the difficulties. Eeem, the stress is like finding a small thing that needs to be corrected, right? So, how do you deal with or overcome these things? Until finally finished doing the peer feedback.	
P1	This part is quite tricky should I say and it is quite helpful. I use AI like grammarly to check for small mistakes like typo or what's that effective sentence or word, and sometimes I just need to check like the paper entirely so I need to read from start to end. That is one of the processes get stressful because you need to read from start to end like word per word which is quite stressful when you read it again.	Using AI to help checking for small mistakes Feeling stressful when have to re-check the peer's writing
R	Okay, now, when you feel stressed, do you take a break first or do you just clean it up first? How?	

Speaker	Data Item	Initial Code
P1	I'm a person that cannot calm if I'm not finish my work, so I finish first the paper before I do anything else.	Feeling relieved after the assignment done
R	Alright. Okay, okay. Next, what special tips or strategies do you apply when doing peer feedback in writing activities?	
P1	The first one is skimming and scanning. The second one is understand the context of the paper. After you do that, you read entirely and then you look for references to find the gap that shouldn't be there. And the last one is you re-check all the grammars and detail if you really have time because I'm not sure if everyone have time to check the details. That's why we think that Grammarly exist. I guess that's all.	Strategy on doing peer feedback in writing
R	So, then, when you do peer feedback, how do you choose your peers?	
P1	I do not choose my peer. It's like, I'm okay with anyone. But sometimes if I want to go professional, I look for the people who understand either the context or the understand grammar well.	Strategy on doing peer feedback in writing
R	Okay, this is the last question, okay? Tell me something else that I haven't asked that you want to convey about peer feedback activities in writing activities?	
P1	I can say that peer feedback could be stressful sometimes but when you do it properly it is quite satisfying actually. And you finally able to understand the context, you know the mistakes, you know what to expect, you know what to fix, it's quite satisfying. And one your friend becomes your peer and you give your paper you can also find what will they expect. Because we always want to know what	Feeling stressful when have to re- check the peer's writing Feeling relieved after the assignment done

Speaker	Data Item	Initial Code
	people expecting from our paper. That's all something that can be fixed and sometimes suggestions. And when you finished your paper after being reviewed, it is useful because you know what's wrong and you can fix it. And when you've done fix it there's nothing for you to do until the next review or you just can save it or you just give it back to the lecturer.	Knowing what is wrong and needs to be fixed Feeling relieved after the assignment done
R	Okay, is there anything else?	
P1	Nothing, I guess that's all.	
R	Alright. Thank you very much.	

**The interview transcript has translated into English.*

Enclosure 5 Participants' Documents of Peer Feedback

Peer Feedback Document of Participant 1 (D1)

Expand the underlined nouns using:

a. Premodifier

- Adjective

e.g. I am a student.
I am a diligent student.

1. He is a boy.
2. This is the book I bought last night.
3. The chairman was angered by the suggestion.

Answer :

1. He is a good boy.
2. This is the thick book ^{we} I bought last night.
3. The chairman was angered by the baseless suggestion

- Quantifier

- Adjective

e.g. I build houses.
I build some wonderful houses.

1. I saw children last night.
2. Mike has presented his research twice.
3. Assignment makes me challenged.

3. Would you like to lend me the luggage?

Answer :

1. I have no answer to answer your question.
2. To solve a very difficult problem needs people who commit.
3. Would you like to lend me The luggage to travel with? ^

2. The dog was really expensive.
3. She went to the shop.

Answer :

1. We like multiple bright colours.
2. That one cute America dog was really
3. She went to four expensive fashion shu

b. Postmodifier

- Prepositional phrase

e.g. I met the girl.



Comments

LENOVO April 05, 2021
 Thick must replace with tome or large book

[Reply](#) [Resolve](#)

- Relative clause

e.g. Harris promised me.

Peer [REDACTED]

Peer review :

I think there are two mistakes in this [REDACTED]'s assignment, they are: "the thick book" and "to travel with?".

Comments



LENOVO

Must continue with "your friend?" or to "to Paris?" as complement or modifier after "to travel with..."

Peer Feedback Document of Participant 2 (D2)

- Adjective

e.g. I build houses.
I build some wonderful houses.

1. I saw children last night.
2. Mike has presented his research twice.
3. Assignment makes me challenged

Answer:

1. I saw many naughty children last night.
2. Mike has presented his a few biology researches twice.
3. A lot of hard assignments make me challenged.

- Number/quantifiers

- Adjective

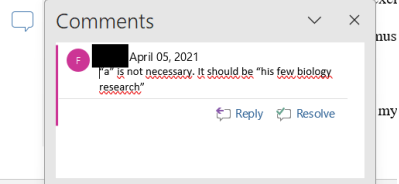
- Noun

e.g. Do you want cat?

1. Please bring that basket behind me house.
2. My mother loves watching TV program in
3. The seminar in meeting room spent one ho

- Relative clause

e.g. Harris promised me .
Harris promised me that he would sto



is 1-2 of 3 [8]

1. I have no answer.
2. A very difficult problem needs people who commit.
3. Would you like to lend me the luggage?

Answer:

1. I have no answer to answer your question.
2. To find a solution of very difficult problem needs people who commit.
3. Would you like to lend me the luggage to go to your hotel room sir?

peer : [REDACTED]

Peer review :

there are some mistakes, be careful nex time.

Enclosure 6 Tentative Research Proposal



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
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Lembar Penetapan Proyek Tugas Akhir S-1 dan Tim Dosen Pembimbing

Kepada Yth. Bapak/Ibu Dosen Prodi Pendidikan Bahasa Inggris

Kami Dewan Bimbingan penulisan Tugas Akhir Studi Pendidikan Bahasa Inggris menyatakan bahwa

Nama Mahasiswa : Dila Prila Jayuna

NPM : 192122047

Telah mengajukan usulan proyek tugas akhir S-1 (Skripsi) dengan informasi berikut:

Tema Penelitian (Maksimal 5 Kata Kunci)

Students' Self-Efficacy, Peer Feedback, Writing activities, Student's Voice

Judul Riset Tentatif (Maksimal 21 Kata)

Exploring Students' Self-Efficacy on Peer Feedback in Writing: The Student's Voice

Rasional (40-70 Kata)

The topic research is proposed because self-efficacy is one of the components needed by students in the learning process, including in the peer feedback process in writing activities. On the other hand, there are still students who do not feel confident with their feedback work (Kuyyogsuy, 2019). However, little research has been done on how students react to their peers' writing in different situations and why they react the way they do (Yu & Hu, 2017). Therefore, this topic is an interesting thing to continue to explore from time to time.

Rumusan Masalah (20-40 Kata)

How is the students' self-efficacy when doing peer feedback in writing activities?

Landasan Teori dan Konsep (20-40 Kata)

The literature review of this proposed research will present the concept of students' self-efficacy on peer feedback activity in writing activities. According to Bandura (1989), self-efficacy is concerned with people's perceptions of their ability to exercise influence over their motivation, behavior, and social environment. In addition, Schunk & DiBenedetto (2021) argue that it is a relative thing that is affected and impacted by behavior and social or environmental factors. Therefore, it can affect the way a person does things. Moreover, According to Bandura (1997) as cited in Mukti & Tentama (2020), self-efficacy has three components i.e., level, generality, and strength.

According to Schunk & DiBenedetto (2021), self-efficacy is a crucial motivational construct since it has been widely used in a variety of contexts, including therapeutic, health, business, and educational contexts. They (2021) argue that since educational contexts frequently incorporate learning, the application of self-efficacy motivation research to the subject of education, including peer feedback activity, was crucial. Furthermore, Gardner (2008) argues that it is frequently beneficial for writers to discuss their work with peers after completing a draft, in part so that they can solicit ideas from their peers. Thus, self-efficacy is one of the components needed by students in the learning process, including in the peer feedback process in writing activities.

Desain Penelitian (20-30 kata)

A qualitative research design will be used in this research. Furthermore, it will use an exploratory case study method. According to Yin (2018), it may cover the topic or problem under investigation, the investigation's techniques, the investigation's results, and the conclusions (for further research). Therefore, this research design is suitable for use in this study which aims to explore students' voices regarding their self-efficacy on peer feedback activities in writing activities.

Referring to Gall et al. (2003), in conducting case study research, there are several stages carried out. There are developing a research problem, choosing a case, outlining the researcher's responsibilities, gathering and evaluating data, and writing a report.

Metode Pengambilan Data dan Analisis Data (20-30 kata)

To explore the feelings experienced by participants when conducting peer feedback, researchers will conduct semi-structured interviews to obtain the data. According to Ary, et al. (2010), Interviews are used to collect information from people about their thoughts, beliefs, and feelings regarding various circumstances. In addition, to add data as material to be studied, the researcher will use documents related to the case that will be studied. Moreover, in this study, the researcher will use an analytical technique with three steps called: (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing (Ary et al., 2010).

Tujuan dan Kontribusi (20-40 Kata)

This research is expected to generate beneficial results in these ways.

Theoretical Uses

The knowledge and information on student self-efficacy in learning activities—particularly peer feedback activities in writing activities—will be enriched by the findings of this study. It is also intended that this would serve as a reference for future studies.

Practical Uses

This research will be useful for designing learning processes, especially in a writing lesson. When the teacher knows how students feel and believe when doing peer feedback in writing activities, then the teacher will be able to provide treatment according to what is needed by students. Therefore, it is hoped that the learning process will be more meaningful.

Empirical Uses

This study will provide empirical insights into how the students' self-efficacy influences their learning activity.

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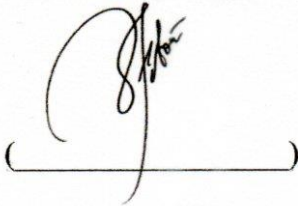
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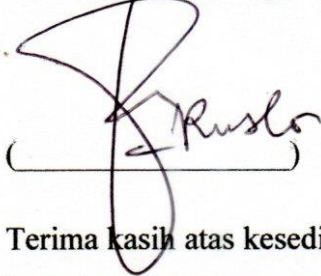
Berdasarkan informasi di atas, Kami Dewan Bimbingan Skripsi program Studi Pendidikan Bahasa Inggris menyetujui usulan proyek penelitian atas nama mahasiswa yang bersangkutan. Untuk penyelesaian proposal penelitian secara lengkap serta bimbingan penelitian dan penulisan skripsi sampai selesai, Kami menyerahkan tugas dan kewajiban ini kepada Tim Dosen Pembimbing. Untuk itu, Kami mohon kesediaan Bapak/Ibu untuk menjadi dosen pembimbing utama dan dosen pembimbing pendamping.

Tanda Tangan Kesediaan

Nama : Santiana, S.S., M.Pd. sebagai Pembimbing Utama



Nama : Drs. Ruslan, M.Pd. sebagai Pembimbing Pendamping



Terima kasih atas kesediaan Bapak/Ibu atas kesediaan untuk memberi bimbingan kepada mahasiswa yang bersangkutan.

DBS PRODI PEND. B. INGGRIS

)* Ketua/Sekretaris/Anggota



Arini Nurul Hidayati, S.Pd., M.Pd.
NIDN. 0406048801

Enclosure 7 Surat Keputusan Pembimbing Skripsi



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
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UNIVERSITAS SILIWANGI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SILIWANGI
NOMOR : 0130/UN58.04/AK/2023

TENTANG

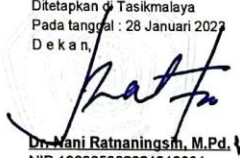
PEMBIMBING SKRIPSI/TUGAS AKHIR
MAHASISWA JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SILIWANGI
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SILIWANGI

- Menimbang** : a. Bahwa untuk kelancaran dalam penyusunan dan penulisan Skripsi/Tugas Akhir bagi mahasiswa Jurusan pendidikan bahasa inggris Fakultas keguruan dan ilmu pendidikan perlu penunjukan Dosen Pembimbing.
- b. bahwa untuk kepentingan tersebut di atas, perlu mempertimbangkan Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi;
- Mengingat** : 1. Undang-Undang Republik Indonesia :
- a. Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional;
 - b. Nomor 14 tahun 2005 tentang Guru dan Dosen;
 - c. Nomor 12 tahun 2012 tentang Pendidikan Tinggi;
2. Peraturan Pemerintah Republik Indonesia :
- a. Nomor 19 tahun 2005 tentang Standar Nasional
 - b. Nomor 13 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
3. Peraturan Presiden Republik Indonesia Nomor 24 Tahun 2014 tentang Pendirian Universitas Siliwangi;
4. Keputusan Rektor Universitas Siliwangi Nomor 4928/UN58/KP/2018 tentang Pergantian Dekan Fakultas Teknik Universitas Siliwangi Periode Tahun 2018 - 2022.
5. Keputusan Rektor Universitas Siliwangi Nomor 5288/UN58/KP/2018 tentang Pengangkatan Dosen dengan tugas tambahan di lingkungan Universitas Siliwangi Periode Tahun 2018 - 2022.
6. Keputusan Rektor Universitas Siliwangi Nomor 938 SK/US-BU/SP 2.VIII/2012 tentang Penetapan Besarnya Biaya Kerja Praktek, Seminar dan Skripsi/Tugas Akhir bagi Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi

MEMUTUSKAN

- Menetapkan** : Pembimbing Skripsi/Tugas Akhir Mahasiswa Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan Universitas Siliwangi
- KESATU** : Menunjuk kepada yang namanya tersebut dibawah ini :
- 1. Nama : Santiana S.S., M.Pd. (Reviewer)
 - NIDN : 0405077601
 - 2. Nama : Ruslan Drs., M.Pd.
 - NIDN : 0407046201
- Sebagai pembimbing dalam penyusunan Skripsi/Tugas Akhir, untuk mahasiswa tersebut dibawah ini :
- N a m a : DILA PRILA JAYUNA
 - N P M : 192122047
- KEDUA** : Pelaksanaan bimbingan penyusunan Skripsi/Tugas Akhir dilaksanakan sesuai jadwal yang telah di tentukan.
- KETIGA** : Dalam melaksanakan tugasnya Pembimbing bertanggung jawab kepada Dekan.
- KEEMPAT** : Keputusan ini berlaku untuk jangka waktu 6 bulan, sejak tanggal 27 Januari 2023 s.d 27 Januari 2024 dan dapat diperpanjang paling lama untuk jangka waktu 4 bulan.
- KELIMA** : Apabila terdapat kekeliruan dalam Keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di Tasikmalaya
Pada tanggal : 28 Januari 2023
D e k a n


Dr. Nani Ratnaningsih, M.Pd.
NIP 196605302021212001

Tembusan. :

- 1. Ketua Jurusan pendidikan bahasa inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi
- 2. Bendahara Pengeluaran Pembantu Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi

Enclosure 8 Kartu Bimbingan Skripsi



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
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KARTU BIMBINGAN

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Jurusan	: Pendidikan Bahasa Inggris	Pembimbing II	: Drs. Ruslan, M.Pd.
Prodi	: Pendidikan Bahasa Inggris	NIDN	: 0407046201

JUDUL

Exploring Students' Perceptions on Peer Feedback in Writing

PEMBIMBING I

Hari/Tanggal : Rabu, 1/2 - 2023 Materi Bimbingan : Bimbingan Tentative	Paraf
Hari/Tanggal : Rabu, 15/02 - 2023 Materi Bimbingan : Konsultasi proposal membahas perbaikan bagian literature review dan metodologi.	Paraf
Hari/Tanggal : Rabu, 15/03 - 2023 Materi Bimbingan : Revisi pada bagian setting & participant dan literature review	Paraf
Hari/Tanggal : Kamis, 16/03 - 2023 Materi Bimbingan : ACC Proposal	Paraf
Hari/Tanggal : Rabu, 12/04 - 2023 Materi Bimbingan : Konsultasi pasca seminar proposal	Paraf
Hari/Tanggal : Kamis, 22/06 - 2023 Materi Bimbingan : Konsultasi mengenai research question, operational def., kriteria partisipan	Paraf

PEMBIMBING II

Hari/Tanggal : Rabu, 2/2 - 2023 Materi Bimbingan : acc judul	Paraf
Hari/Tanggal : Selasa, 7-2-2023 Materi Bimbingan : Undirwaji terkait Bimb	Paraf
Hari/Tanggal : Kamis, 16-3-23 Materi Bimbingan : acc proposal	Paraf
Hari/Tanggal : Jumat, 1-9-23 Materi Bimbingan : Konsultasi terkait fokus penelitian	Paraf
Hari/Tanggal : Jumat, 12-7-29 Materi Bimbingan : ACC seminar hasil	Paraf
Hari/Tanggal : Rabu, 29/7/24 Materi Bimbingan : ACC sidang skripsi	Paraf

KARTU BIMBINGAN

JUDUL

PEMBIMBING I

PEMBIMBING II

[illegible]

Diketahui,
a.n. Dekan
Pembantu Dekan I,

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Ketua Program Studi
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