



Investigating Students' Peer Feedback of Essay Writing on Google Docs

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ABSTRACT

Google Docs, integrated into the Google suite, is a sophisticated word processing tool surpassing Microsoft Word. This study explores peer feedback activities within Google Docs during the writing stage, emphasizing its significance. The qualitative research involves document analysis and observation to portray students' engagement in peer feedback. Findings reveal a paperless process using a peer feedback checklist, promoting students' self-reflection. This underscores Google Docs' effectiveness for facilitating online peer feedback.

INTRODUCTION

An essay serves a dual purpose beyond mere information or persuasion—it instructs students or writers on researching a topic and structuring their thoughts into an introduction, body, and conclusion. The objectives of essay writing extend to both expository and persuasive essays across diverse subjects (Mentan, 2019). From these statements, it becomes evident that every essay originates from the writer's ideas and must explicitly articulate a thesis to convey the main idea clearly. Moreover, an essay demands meticulous organization without deviating from the central theme.

In essence, essay writing stands as a crucial module within the sequence of writing subjects, encompassing various themes that students must address. For instance,

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students are required to compose well-crafted essays and articles utilizing logical division of ideas, cause and effect, order of importance, and comparison and contrast. This process involves outlining, drafting, and revising essays or articles (Puspita, 2019). Essentially, writers or students should adhere to a structured writing process when producing an essay.

Theoretically, crafting an English essay poses heightened challenges for many university students, who grapple not only with expressing and organizing ideas but also with translating these ideas into coherent and readable text (Richards and Renandya, 2002). This challenge implies that, in creating a quality essay, students need to focus on the intricacies of the writing process, serving as a guiding principle for effective essay production. Additionally, students can seek feedback and comments from their peers.

In reality, fourth-semester students in essay writing encounter difficulties in exploring ideas within an essay. They require continuous training to elaborate on each topic sentence in every paragraph. Moreover, during dialogic activities, students can obtain feedback or input, commonly known as peer feedback, facilitating the development of ideas in the content aspect.

Peer review, or feedback, constitutes a process wherein students exchange feedback to enhance their work and cultivate self-evaluative and collaborative skills. Throughout peer review, students engage in independent thinking, encounter diverse perspectives, collaborate with peers, and independently evaluate and apply feedback (Lowe et al., 2022). The following is an illustrative example of an activity conducted during peer feedback

Figure 1 peer feedback process



In the dialog activity, students engage in the exchange of their writing, utilizing a peer feedback checklist to provide constructive input on their peers' work. During the feedback process, peers have the flexibility to include handwritten comments directly on the paper. Notably, for this research, Google Docs was selected as the chosen medium.

The decision to use Google Docs is rooted in its contemporary and collaborative features. Google Docs is a web-based word processing application included in the Google Docs Editor, a part of the free Google application suite. Operating seamlessly in web browsers on both Windows and Mac platforms, Google Docs offers collaborative functionalities, enabling teams and users worldwide to work on projects in real-time (Wilson, 2021). Importantly, documents created in Google Docs are stored on Google Drive, a cloud-based storage service, providing accessibility from any location and device.

Google Docs supports the creation and collaboration of three document types: (1) word-processing documents, (2) spreadsheets, and (3) presentations (Holzner & Conner, 2009: 2). This research, however, centers on Google Docs as a word processor. Serving a similar purpose as traditional processors like Microsoft Word or WordPerfect, Google Docs is employed for essay processing within a document. Students directly compose their essays in Google Docs, facilitating easy sharing

with their peers. Consequently, this research aims to depict students' activities during revision sessions conducted on Google Docs.

The choice of Google Docs over other office editors such as OnlyOffice, LibreOffice, and WPS Office is based on its user-friendly interface, real-time collaboration features, and the convenience of cloud-based storage. These attributes collectively enhance the efficiency of the peer feedback and revision process, aligning with the modern demands of collaborative and accessible document processing."

RESEARCH METHOD

The research design employed in this study is qualitative research. Qualitative research, as defined by Litchman (2013) and Wa-Mbaleka & Rosario (2022), is a mode of inquiry where researchers gather, organize, and interpret information acquired from human participants through direct observation and engagement, utilizing their eyes, ears, and perceptual filters. The essence of qualitative research lies in its emphasis on the significance of human participants.

In this study, the researchers employed purposive sampling to select participants. Purposive sampling, recognized for its ability to yield comprehensive insights, was deemed sufficient to provide maximum understanding of the phenomena under investigation (Donald et al., 2010: 428). The aim was to delve into the intricacies of the revision sessions conducted on Google Docs.

The subsequent step involved choosing the data collection methods. The researchers opted for observation and document/artifact analysis. Observation, a fundamental method in qualitative research, serves the purpose of capturing detailed behavioral descriptions (Donald et al., 2010; Puspita, Nurul & Alfaruq, Umar, 2021).

Finally, data analysis employed an interactive approach. The analysis commenced with data condensation, followed by data display and conclusion drawing, as

outlined by Miles & Huberman (2014). The data sources encompassed document analysis derived from students' activities in peer feedback on Google Docs. Additionally, observational data was gathered from students' teaching and learning activities during peer feedback sessions."

FINDING AND DISCUSSION

This research aims at portraying the students' activity in doing peer feedback in Google Docs. In implementing peer feedback activities, the researcher should take several steps. Furthermore, the researcher asked the students to join the essay-writing class. Here is the result of observation and document analysis in capturing students' activity in doing peer feedback. Firstly, the researcher portrays students' activity in doing peer feedback.

Findings

Table 1. Observation Results

No.	Activities	Description
1.	Pre-peer feedback <ol style="list-style-type: none"> a. Brainstorming b. Introducing peer feedback in writing c. Writing a draft d. Training the peer feedback activity 	Firstly, the students are given the topic by the researcher. Then, the students are asked to generate the ideas by doing brainstorming activity. The brainstorming can be form of scattergram or listing. Moreover, the students started to make an outline. Secondly, the students elaborated the outline into an essay. The students wrote their essay in Google Docs. At last, the students are introduced with peer feedback concept. Thus, the students are shared the checklist of peer feedback.
2.	While-peer feedback <ol style="list-style-type: none"> a. Starting peer feedback activity b. Monitoring peer feedback activity 	After comprehending the concepts of peer feedback, the students started to do peer feedback activity. The students can directly put the table of peer feedback checklist above peer's essay in Google Docs. In addition, the students submit the link of Google Docs to the secretary of the class. While the others students put feedback towards their peer's essay the lecturer monitor the whole link of the essay.
3.	Post-peer feedback <ol style="list-style-type: none"> a. Revision the draft based on peer feedback or comment. 	Finally, the students checked back their essay after peer feedback activity was end. Then, the students revised their essay based on their peer's feedback or comment.

Secondly, the researcher got the data from documents analysis. Here is the documents analysis.

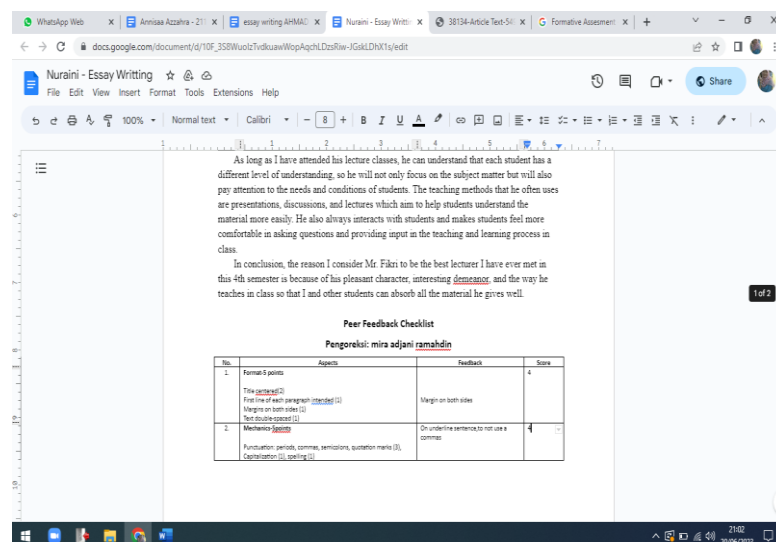
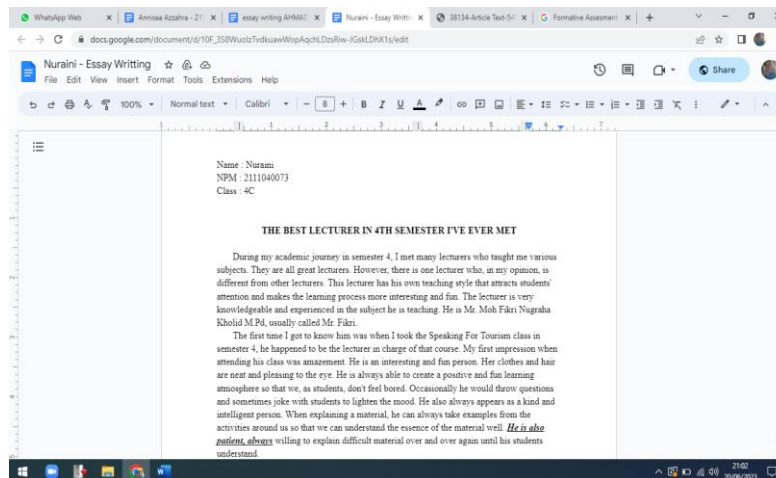
Table 2. Peer Feedback Checklist

No	Aspects	Feedback	Score
1.	Format-5 points Title centered (2) First line of each paragraph indented (1) Margins on both sides (1) Text double-spaced (1)		
2.	Mechanics-5points Punctuation: periods, commas, semicolons, quotation marks (3), Capitalization (1), spelling (1)		
3.	Content-20 points The essay fulfills the requirement of the assignment. The essay is interesting to read. The essay shows that the writer used care and thought.		
4.	Organization-45points The essay follows the outline, and it has an introduction, a body, and a conclusion. <ul style="list-style-type: none"> a. Introduction: The introduction ends with the thesis statement. b. Body: Each paragraph of the body discusses a new point and begin with a clear topic sentence; Each paragraph has specific supporting material: facts, examples, quotations, paraphrased or summarized information.; each paragraph has unity; Each paragraph has coherence; Transitions are used to link paragraphs. c. Conclusion: The conclusion summarizes the main points or paraphrases the thesis statement, begins with a conclusion signal, and leaves the reader with the writer's final thought on the topic. 		
5.	Grammar and Sentence structure-25points Estimate a grammar and sentence structure score		
TOTAL			

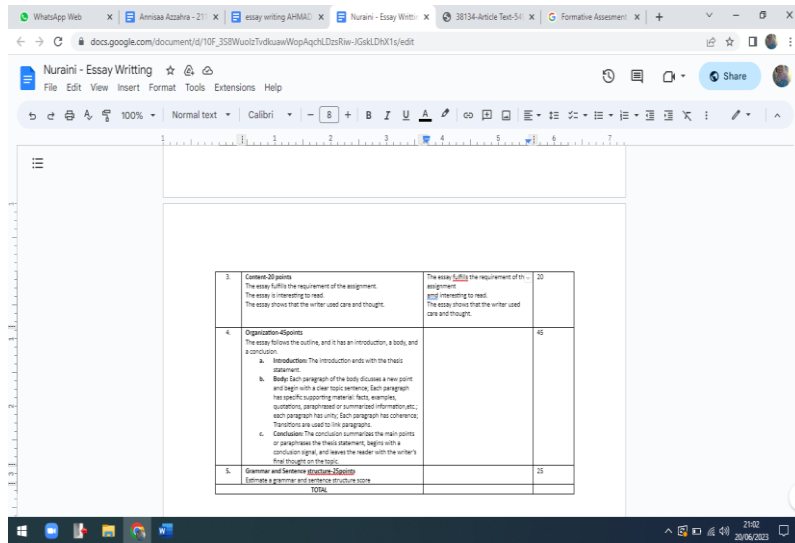
Thirdly, there are also the result of students' peer feedback in Google Docs. Here they are:

Figure 2. Students' Peer-Feedback

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Discussion

From the results of the research above, we can see that Google Docs is one of the free web-based cloud services that can be used as a medium for peer feedback. It is moderately beneficial as a paperless medium for peer feedback. Students can re-read their essays anytime and anywhere. The students' interest in doing peer feedback in Google Docs also increased. They are motivated and enjoy engaging in peer feedback on Google Docs. Therefore, they can freely put their feedback in Google Docs, guided by a peer feedback checklist.

The results of the observation clearly portray the students' activity in providing feedback on their peers' writing. Meanwhile, the students should also adhere to the writing process so that they can easily note their peers' mistakes. The students must comprehend the concept and checklist of peer feedback first. Then, they can express their judgment and self-evaluative abilities toward the peer writing they have explored.

Additionally, the document analysis was derived from the peer feedback checklist and students' essays in Google Docs. The documents also show that the students had a dialogue with their peers. The students also compared their own writing with their peers'. It shows that peers trusted and collaborated with one another during

peer feedback activities. Thus, it motivated them to engage in deeper and more complex cognitive processes.

CONCLUSION

In summary, this study highlights the importance of essay writing and addresses challenges faced by university students, particularly in expressing and organizing ideas. The integration of Google Docs as a modern word processing tool for peer feedback proved effective, fostering increased student interest and motivation. The qualitative research methodology provided comprehensive insights into students' activities and the impact of peer feedback in Google Docs. Challenges faced by students in elaborating on topic sentences were addressed through continuous training and peer feedback. Overall, Google Docs emerged as a valuable and contemporary tool, enhancing collaborative learning and improving the quality of student writing.

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