

EFL STUDENTS' PERCEPTION TOWARDS AUDIO AND WRITTEN PEER FEEDBACK EXPERIENCES IN ONLINE CLASS

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Abstract

In this modern era, teachers are aware of the importance of providing quality feedback that can improve the student's learning process (Alessandra et al., 2020). One important part in the learning process is feedback. Peer feedback is one of the feedback that can be applied by the teacher. Moreover, in an online class, peer feedback is one way of making the learning process more effective. This study aims to determine students' perceptions of the use of written and audio peer feedback in online classes. When implementing feedback in an online classroom, students act as both givers and receivers of feedback. This research was conducted using a qualitative case study method. Data was taken by distributing questionnaires and deeper data was taken by conducting interview sessions. The results found that the students had a positive perception of the use written and audio feedback in online classes. In addition, students also benefited greatly from the use of this written and audio feedback.

Keywords: *EFL students' perception, Audio and Written Peer Feedback, Peer Feedback Online, Online Class*

Sari

Di era modern ini, para guru sadar akan pentingnya memberikan umpan balik yang berkualitas yang dapat meningkatkan proses belajar siswa (Alessandra et al., 2020). Salah satu bagian penting dalam proses pembelajaran adalah umpan balik. Umpan balik teman sebaya merupakan salah satu umpan balik yang dapat diterapkan oleh guru. Terlebih lagi dalam kelas daring, peer feedback merupakan salah satu cara untuk membuat proses pembelajaran menjadi lebih efektif. Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap penggunaan peer feedback tertulis dan audio di kelas daring. Ketika menerapkan umpan balik di kelas daring, mahasiswa berperan sebagai pemberi dan penerima umpan balik. Penelitian ini dilakukan dengan menggunakan metode studi kasus kualitatif. Data diambil dengan menyebarkan kuesioner dan data yang lebih dalam diambil dengan melakukan sesi wawancara. Hasil

penelitian menemukan bahwa mahasiswa memiliki persepsi positif terhadap penggunaan umpan balik tertulis dan audio dalam kelas online. Selain itu, mahasiswa juga mendapatkan manfaat yang besar dari penggunaan umpan balik tertulis dan audio ini.

Kata kunci: *Persepsi siswa EFL, Umpan Balik Rekan Kerja Audio dan Tertulis, Umpan Balik Rekan Kerja Online, Kelas Online*

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Introduction

In this modern era, teachers are aware of the importance of providing quality feedback that can improve the student's learning process (Alessandra et al., 2020). One important part in the learning process is feedback. Why feedback is an important part in a learning process, because with feedback students can be helped in directing their performance while in the learning process (Boud & Molloy, 2013; Zimbardi et al., 2016). In addition, by applying feedback students can continue to develop their understanding of the subjects they learn in class. Feedback also encourages students to perform in a better and correct direction (Margaret. P., K. Handley, J. Millar and B. O'Donovan: 2010).

Peer feedback is one of the feedback that can be applied by the teacher. Peer feedback is usually feedback that students do in pairs. Where the teacher asks students to provide assistance to observe each other's performance in class. Peer feedback is feedback given by a friend to their friend's performance to promote the development of professionalism, collaboration between students, and peer-to- peer self-assessment (Vidmar 2005; McTighe and Emberger 2006). The process of peer feedback itself can be in the form of giving and receiving feedback in both written and oral formats.

The development of computer technology, such as traditional pen-and- paper feedback has been transformed into digital written form. Therefore, in the EFL writing class, one of the feedbacks that has been widely applied by teachers is electronic-based feedback or it can be called e-feedback (Farshi and Safa, 2015; Halo, 2015; Seiffedin and El-Sakka, 2017). One such type of electronic feedback is called online peer

feedback. Online peer feedback is the feedback that occurs when students (peers) give or receive feedback to their friends who have completed their performance in class and provide feedback through online tools (Hu, 2005). Online peer feedback can be in the form of audio-based or written-based feedback. Both written and audio peer feedback are usually delivered electronically by utilizing the capabilities of word processing software and there is an editing function (Sin Wang Chong: 2019). Examples of written peer feedback that can be submitted electronically are by providing peer feedback on Google Docs, Google Slides, and Microsoft Word (Kim 2010; Sin Wan Chong 2019). Electronic-based audio peer feedback can be provided using the Mote and audacity applications. Audio and written peer feedback can be in the form of comments, evaluations, or questions.

Constructivism stemming from Socio-Cultural theory (Vygotsky, 1978) and developmental theory (Piaget, 1970) has led to the popularity of peer feedback activities involving social interaction with peers and cognitive engagement in peer review (peer feedback activities) (Diab, 2011). Students pay attention to peer feedback, identify gaps between the feedback provided and existing knowledge (Schmidt, 2001) and reconstruct to reflect knowledge (Tocalli-Beller & Swain, 2005). In addition, (Vygotsky, 1978) argues that human learning and development takes place in a social context for collaborative activities.

There have been many studies that have examined the effectiveness of using online peer feedback, one of which is research (Lili Tian & Li Li, 2019) which states that positive written peer feedback can maintain positive social relationships with peers. In addition, research is written by Yu-Fen Yang (2015) on online peer feedback which is used as a tool to change and build knowledge in writing summaries, explains that online peer feedback can improve reading comprehension and academic writing skills of graduate students. In addition, online peer feedback can be used by graduate students to help them increase their language awareness and critical thinking.

The other studies written by Ying Gao, Christian Dieter D. Schunn & Qiuying Yu (2018). This study aims to determine the relative impact felt by students from the use of peer assessment on EFL academic writing. The study used a dataset that included two drafts from 21 students, sampled to represent various document qualities, and 84

anonymous peer reviews, involving 1,289 idea units. The result of this research is that driven by the difficulty of students willing to give feedback to their colleagues, they do not give feedback to their friends because of the overall quality of the draft. In addition peer feedback had a moderate impact on revisions and receiving a large number of comments on the same issue led to more revisions and improved draft quality, but was consistent with the comments received.

Based on the results of the related studies, it can be concluded that using online peer feedback is effective in developing students' writing and teamwork skills, and also has a good impact on a performance that has been given feedback. But there are also problems experienced by students in providing online peer feedback, namely that students give feedback more to performances that they think are easy than to performances that they think are difficult (Ying, G., C. D. D. Schunn & Q. Yu, 2018). In addition, students also still feel embarrassed and lack confidence when giving negative feedback (Lili Tian & Li Li, 2019).

Therefore, this present study attempts to find out the EFL students perceptions of online peer feedback both as providers and receivers and to find out EFL students' perceptions of the usefulness of online peer feedback to their learning.

Methods

In this study, the author uses a qualitative (case study) method. As Creswell (2014: 194) said that qualitative research is a methodology to explore and understand the meaning of an individual or a group that is considered a social or human problem. The qualitative method uses words rather than numbers. Because the focus is on students' perceptions of applying online peer feedback and how their experiences were when applying online peer feedback, the authors chose to use a qualitative method (case study) in this study. In this study, the author uses a qualitative case study research design. The case study is a descriptive analysis and exploration of a person, group, or phenomenon. Case studies specifically aim to explain and understand the object under study in particular as a 'case'. The case study explains how the existence and why the case can occur. Research with the case study method is carried out in-depth and in detail so that in this study the author can get to know an individual (a person) or a small group of individuals. The writer will give some questionnaires and some interview questions

to the participants. After all the results of the questionnaires and interviews have been collected the author will explain using narrative descriptive text. This is done so that later readers can understand well the final results of this research.

Participants in this study were final-semester students from a private campus in the city of Cirebon. The participants were students from the faculty of education and science majoring in English. The participants are students who have used or implemented audio-based and written online peer feedback in their online classes. Both as a receiver and as a giver of feedback. Participants provide or receive written online peer feedback via Google Docs or Google Slides. As for online peer feedback based on audio, they receive or give through Mote.

In this study, the author conducts interviews and questionnaires with the participants. According to Kumar (2011:394), a questionnaire is composed of a question, the answers to which are recorded by respondents. According to Kumar (2011:144), an interview is a verbal interchange, it can be face to face or through the telephone that has interaction from person to person or two or more individuals.

Questionnaires were given to participants via Google Form and the interviews were conducted via online telephone or video call. The questionnaire given to participants contained 20 questions and the author gave 4 interview questions to the participants. The questionnaire and interview was designed based on 2 roles played by participants in online peer feedback activities (provider and receiver) and two types of feedback (oral (audio) and written feedback). Interviews were conducted via online telephone or video call. The research questionnaire and interview contains several questions about students' perceptions of using online audio or written peer feedback. In addition, the questions in the questionnaire and interview also contain several questions about how students' perceptions of the use of online peer feedback are effective for students in their learning.

Student responses in the questionnaire were analyzed using percentages. What is the percentage of students who agree with the contents of the questionnaire and what is the percentage of students who do not agree with the contents of the questionnaire. The interview data were first transcribed verbatim and then analyzed qualitatively and

iteratively based on the coding outline, along with the qualitative answers in the questionnaire. The emerging segments, which are closely related to the research question, are underlined. These identified segments were then grouped and regrouped to clarify participant responses related to the research question.

Results and Discussion

To answer research questions, data was taken in two ways, namely through a google form questionnaire and deeper data obtained through interviews. Every student has almost the same perception of the use of written and oral (audio) online peer feedback. To make it easier for readers, the author uses a Likert scale on the results of the questionnaire where a score of 1 means disagree, score 2 means disagree, score 3 means doubtful, score 4 means agree, and score 5 means strongly disagree. Also In order to make it easier for the readers, the writer provides the following code, P1 as participant 1, P2 as participant 2, P3 as participant 3, P4 as participant 4, and P5 as participant 5. The interview data was translated from Bahasa Indonesia or Indonesian to English.

Respondents	Online peer feedback that EFL students used frequently	
	Written	Oral (audio)
32 students	25 students (75%)	8 students (25%)

Table 1 EFL Students' Perception of online peer-written and oral feedback

Table 1 shows that there are two kinds of online peer feedback that students apply in online classes, namely written and oral (audio) online peer feedback. Table 4.1 shows that students give and receive written online peer feedback more often than oral (audio) online peer feedback. We can see that out of a total of 32 students, 25 (75%) of them gave/received written online peer feedback more often. Meanwhile, the other 8 (25%) students chose to give or receive online peer feedback orally (Audio).

Respondents	Written					
	Google slides	Google docs	Microsoft word	Google classroom	Schoology	Edmodo
32 Students	8 (25%)	6 (18,8%)	1 (3,1%)	6 (18,8%)	9 (28,1%)	0

Table 2 Applications that students use when implementing written online peer feedback

Respondents		Oral		
32 Students	Moote	Audacity Application	Zoom	Google Meet
	14 (43,8%)	2 (6,3%)	11 (34,4%)	4 (12,5%)

Table 3 Application that students use when implementing oral (audio) online peer feedback

Table 2 and 3 shows the kinds of applications or places where students give online peer feedback. For online written peer feedback, students use applications that include editing/word processing, such as Google Slides, Google Docs, Microsoft Word, Google Classroom, Schoology, and Edmodo. Meanwhile, for online oral peer feedback students use the Moote application and the Audacity application, or they also usually receive or provide oral online peer feedback via Zoom and Google Meet, when they carry out online learning. Of the six applications they use to give and receive written online peer feedback, Schoology is the application that students use to receive and provide written peer feedback online, namely with. Meanwhile, for online peer feedback (audio) 14 (43.8%) students chose the Moote application as the application they used most often. In this data analysis of quistionnaire Numerical level was interpreted as: (1) Strongly Disagree; (2) Disagree; (3) Disagree or Agree; (4) Agree; (5) Strongly Agree.

Role type	Feedba ck type	Statement	Scores				
			1	2	3	4	5
Provider	Written	As a feedback provider, I like offering written comments for my peers' writings	0	6	1 1	1 2	3
		As a feedback provider, I read my peers' writing carefully	1	1	3	1 8	9
		As a feedback provider, I evaluated my peer's writing and wrote down my comments objectively	0	2	8	1 8	4
		As a feedback provider, I like offering oral feedback to my peers about their writings	1	3	1 5	1 2	1
		As a feedback provider, I offered oral feedback to my peers about their writings objectively	0	2	9	1 6	5
Receiver	Written	As a feedback receiver, I enjoy reading my peer's writing feedback on my writing	1	2	3	2 1	5

	As a feedback receiver, the written feedback from my peer was objective	0	3	8	2 0	1
	As a feedback receiver, I understood almost all of the written feedback I've received	1	2	9	1 6	4
Oral (audio)	As a feedback receiver, I enjoy listening to my peers oral feedback on my writing	1	2	7	2 0	2
	As a feedback receiver, I understood almost all of the oral feedback I received	0	6	8	1 6	3

Table 4

EFL Students' Perception of audio and written online peer feedback bot as providers and receivers

From the data analysis of questionnaires and interviews, it was found that the results were not significant enough that students were happy when giving feedback. Students said that by giving online peer feedback, they felt happy. This of course can be caused by factors, namely students feel happy when giving feedback but they also find it difficult when giving feedback. Deeper analysis data were obtained through interviews, where interview analysis data showed different results from questionnaire analysis data. They enjoy reading and listening to peer feedback that they have given or received. Because when giving feedback to online colleagues, they hope that the feedback from online colleagues can be useful for their friends so that in the future it will be even better. And also as receiver of peer feedback, when their friend giving feedback they think that there are friends who can appreciate and pay attention to the performance they have done. In addition, by receiving feedback, both written feedback and oral (audio) feedback, students feel recognized or their presence is more appreciated. This is following what was said by P1:

P1: I like and feel happy when I give feedback because I hope that when I give feedback, the friends I give feedback can be even better in the future. And I hope the feedback I give can be well received by my friends.

Students feel like giving feedback, but students also find it difficult to provide feedback. This is because, giving feedback must be careful or we have to be more careful, about whether the feedback we will give is correct and whether it is on the topic or not. Students agreed that giving feedback should be objective and thorough or

careful, both written feedback and oral (audio) feedback. This is because feedback is a place of evaluation for others as well as for oneself, so giving feedback must be objective. As said by P4 and P1:

P4: I think giving feedback is difficult because we have to pay attention to the content of the topic we are going to comment on, in other words, we have to be careful before giving feedback. because if you are not careful when you will give feedback. afraid that the feedback we will give is wrong.

P1: Giving feedback must be objective, not just our opinion. Because feedback is a place of evaluation for others as well as for ourselves.

As recipients of feedback, although giving feedback is difficult, for recipients of peer feedback, students feel that when they receive peer feedback, both written and oral (audio), they can still understand almost all of the feedback they have received. Students feel they understand the content of written feedback and oral feedback (audio) but they will find it easier to receive oral feedback (audio). But when deeper data was obtained through interviews, although students almost understood all the feedback they received, they still more easily understood oral (audio) feedback than written feedback. This is by interview analysis data which showed that 2 students more easily understood the content of oral (audio) feedback than written feedback. They think that when receiving written feedback it is sometimes easy to cause misunderstandings and sometimes written feedback is not like oral (audio) feedback in that it cannot convey the content of the feedback more clearly. Because with oral (audio) people who receive feedback will know how the meaning of the feedback is clearer with the intonation of the pronunciation of the giver of the feedback. According to them, receiving oral (audio) peer feedback directly through online meetings is easy to understand, because there are two communications so if they still don't understand the meaning of the peer feedback, they can ask directly what the peer feedback means. This is by what was conveyed by P1.

P1: As a recipient of feedback, it is easier for me to understand oral (audio) peer feedback than written peer feedback. However, if this oral (audio) peer feedback occurs during class there are face- to-face sessions in online classes.

Because when someone gave verbal feedback during an online class session and I was still confused about the feedback my friend gave earlier, I could ask my friend what he meant directly. However, if this oral (audio) peer feedback is recorded as delivered using the Moote application or voice notes on WhatsApp, then I will prefer to receive written feedback. Because sometimes not all feedback recorded via Moote or WhatsApp voice notes is easy to understand. But if I am lazy to read written feedback, then I will prefer to receive oral (audio) peer feedback even if it is recorded through the Moote application.

EFL students' perceptions of the usefulness of online peer feedback to their learning. In this data analysis of questionnaire Numerical level was interpreted as: (1) Strongly Disagree; (2) Disagree; (3) Disagree or Agree; (4) Agree; (5) Strongly Agree.

Role type	Feedba ck type	Statement	Scores				
			1	2	3	4	5
Provider	Written	As a feedback provider, reading my peer's writings benefits me	0	4	2	1 6	1 0
Receiver	Written	As a feedback receiver, when reading the written feedback, I knew how to improve my writings	1	3	7	1 8	3
		As a feedback receiver, the written feedback I received is useful to find out grammatical errors in my writing	2	1	2	2 0	7
	Ora l (au dio)	As a feedback receiver listening to the oral feedback, I knew how to improve my writings	1	2	8	1 9	2
		As a feedback receiver, the oral feedback I received is useful to find out grammatical errors in my writing	1	2	3	1 7	9

Table 5

EFL students' perceptions of the usefulness of audio and written peer feedback to their learning

During data collection, the results of data analysis showed that almost all students believed that the use of peer feedback was useful for their learning. The results of the questionnaire showed that 16 (50%) students believed that providing written feedback was useful for them. In addition, deeper data was obtained through interviews

which showed that all interviewed students agreed and believed that when providing peer feedback could provide a benefit for them.

So from the analysis of the questionnaire data above, following the analysis of interview data. A deeper analysis of the data was found through a review which showed that 5 participants explained that giving feedback was also useful as a self-evaluation and self-reflection. Because the feedback activity itself is a process in which someone gives or receives a comment and suggestion, then of course feedback is useful as a place to evaluate oneself as well as to evaluate the mistakes of others. Sometimes students need this evaluation place from their peers because there are still some lecturers who do not provide feedback after the teaching and learning process. This is by what was conveyed by P1:

P1: I think that the online peer feedback activity is useful because we study alone when online we don't get a response from the lecturer and when doing our assignments sometimes feedback from friends is needed to correct each other and become evaluation material for ourselves and ourselves for others.

Among the benefits that students feel is that if peer feedback is written or oral (audio) they can use it as a place to evaluate errors in their writing or they will know how to improve their writing to even better. This is to the questionnaire analysis data which showed 18 (56.3%) students believed that as recipients of written feedback if peer feedback could improve their writing to be even better. In addition, the analysis of the questionnaire data also showed that 19 (59.4%) students believed that as recipients of written feedback if peer feedback could improve their writing to be even better. From the analysis of the questionnaire above, by the analysis of interview data. A deeper analysis of the data was found through a review which showed that 3 students agreed that receiving online peer feedback was beneficial for students in improving or evaluating students writing and performance. As said by P5:

P5: I think giving feedback is important because by giving feedback we can evaluate other people's writings or performance if they are still not right or even they are wrong.

Online peer feedback is a process in which students give each other suggestions or correct each other's mistakes. Receiving peer feedback online has so many benefits, one of which is how students can improve their writing to be even better. By receiving online peer feedback students can continue to correct errors in their writing or performance.

Another benefit that students believe is that online peer feedback is useful for improving grammar in students' writing. From the data analysis of questionnaires and interviews, it was found that many students agreed that receiving online peer feedback, both written online peer feedback and oral (audio) online peer feedback, could improve students' grammar to be even better. Following the questionnaire analysis data in table 5 shows that 20 (63.5%) students choose to agree when they receive written peer feedback online, they can improve the grammar in their writing to make it even better. Likewise, the data analysis of the questionnaire on oral (audio) online peer feedback showed that 17 (53.1%) students chose to agree when they received oral (audio) online peer feedback, they could improve the grammar in their writing to make it better again.

The questionnaire analysis data was also supported by interview analysis data which showed that the 5 participants chose to agree and explained that by receiving feedback, be it a comment or oral (audio) feedback during online classes or using the application, they could correct grammatical errors. the language they have made in their writing. Grammatical errors can be in the form of incorrect writing structure, incorrect spelling, or incorrect punctuation in writing. Because sometimes if students have finished working on the typed assignment, they will only submit it without correcting it again, so that with feedback from friends, prospective students can improve their writing or their performance for the better. This is by what was conveyed by P2 and P4.

P2: The benefit that I get after reading and listening to a peers' feedback, for example, is the improvement of grammar in our writing. So we know where our shortcomings are, where our mistakes are and without realizing it, small things such as writing a word wrong with our peers' feedback so we know where we went wrong. Peer feedback increases our awareness too.

P4: Peer feedback, can also be useful for the writings given by our friends, for example, in the writings, our grammar is still wrong.

In applying written and oral (Audio) feedback, students act as receivers and also providers of feedback. Places to provide feedback that is commonly used vary. According to (Kim 2010; Sin Wan Chong 2019) for their written peer feedback, they usually use Google Slides, Google Docs, Microsoft Word, Schoology, and Google Classroom. As for oral feedback (audio), the places they usually use to receive or give feedback include the Moote application and the Audacity application.

Based on the data of the questionnaire there are 12 (37,5%) students liked when they are offering written peer feedback, but there are 15 (48,9%) students still hesitated when they are offering audio peer feedback. It is according to the study conducted by LiLi Tian & Li Li (2019) students hesitated when offering peer feedback because they are afraid and not confident when offering peer feedback. In addition, based on the data of the questionnaire there are 18 (56,3%) students agreed that giving written peer feedback should objectively, and there are 16 (50%) students agreed when giving audio peer feedback objectively, the data of the questionnaire also supported the data of the interview which showed that 3 students agreed that giving peer feedback should be objective. Students also almost understand all the peer feedback they had received, from the data questionnaire there are 16 (50%) choose to agree if they almost understand all the written peer feedback they had received and for the audio peer feedback there are 16 (50%) choose to agree, but after the deep analysis from the interview session students easier to understand audio peer feedback than written peer feedback. This is not according to the research conducted by Lili Tian & Li Li (2019) where students preferer to receive and easier to understand written peer feedback than audio peer feedback.

Based on the findings, the result from the interviw and the questionnaire given that after applying audio and written peer feedback in online class, students have perception that using audio and written peer feedback is useful to their learning. In the questionnaire data, there are 16 (50%) students agree that using audio and written peer feedback is useful as a place for evaluation and self-reflection, the data from this questionnaire is also supported by 5 student answers during intervies if they all agree when using audio and written Peer feedback is useful as a place to evaluate their own

mistakes and also evaluate their friends' mistakes. Related to the study conducted by Ying Gao, Christian Dieter D. Schunn & Qiuying Yu (2018) audio and written peer feedback is useful for their learning because audio and written peer feedback also can be a place for evaluation and self-reflection for them, whereby by receiving or giving feedback they can know where the fault lies in themselves and others. From the data of the questionnaire the other users that students can get, that is audio and written peer feedback can also be useful for them in correcting grammar in their writing, there are 20 (63,5%) and 17 (53,1%) choose to agree, the data from this questionnaire is also supported by 5 student answers during the interview if they all agree when using audio and written peer feedback is useful for correcting grammatical errors in their writing. The data questionnaire and interview it related to the study conducted by Hui-Fang Shang (2019) if audio and written peer feedback can also be useful for them in correcting grammar in their writing. Students can also interact with their peers even though they are in an online class by using audio and written peer feedback, of course, this makes the online class atmosphere more lively. That is related to the study conducted by Lili Tian and Li Li (2019) if applying audio and written peer feedback can maintain a positive relationship between peers.

Conclusion & Recommendation

This study was conducted to determine students' perceptions of the use of written and audio feedback in the online classroom. In this study, the writer used a qualitative case study research method. The data was obtained from the questionnaire session and deeper data was taken through the interview session. Then after the data was collected, the writer analyzed the questionnaire data using diagrams in the google form, and then for the interview data, the researchers analyzed using coding outlines.

After the writer analyzed the data of questionnaire and interview, the it can be conclude that most students liked the audio and written peer feedback activity implemented in the online class. Whether it's when they become the giver of feedback or the recipient of feedback. Insignificant results emerged, when students were asked whether they liked it when they offered feedback whether it was written or oral (audio) peer feedback. Many of them agree that they like to offer feedback and many still have doubts about whether they like it when they offer feedback. They will as much as

possible provide objective feedback. Most students prefer to receive or give oral (audio) feedback rather than written feedback. But the oral (audio) feedback they received during the online meeting session was not because it was recorded, if the oral (Audio) feedback was recorded, they preferred to receive or give written feedback. Students more easier to understand audio peer feedback than written peer feedback.

After the writer analyzed the data of questionnaire and interview, the author it can be conclude that applying audio and written peer feedback is useful for students learning. Most students feel that this peer feedback activity is important to implement in the online classroom. Because it provides many benefits for them. The benefit that students can feel is that with the feedback they can know how to correct errors in their writing and their performance. Another benefit that students believe is that online peer feedback is useful for improving grammar in students' writing. Most students feel that peer feedback is a place for evaluation to improve their writing and their performance in online classes as well as a place for self- reflection. Some students feel that giving feedback is difficult even so, students still feel happy if asked to provide peer feedback.

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Conflict of Interest

Potential conflict of interest, if any, should be reported here during data collection.

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