



Premise: Journal of English Education and Applied Linguistics

*e-ISSN: 2442-482x, p-ISSN: 2089-3345*

<https://fkip.ummetro.ac.id/journal/index.php/english>

DOI: 10.24127/pj.v13i2.9154

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## 'HEY BLOG': CAN PERSONAL WEBSITE ASSIST L2 UNIVERSITY STUDENTS' WILLINGNESS TO DO PEER FEEDBACK?

By

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*(Article History: Received: 01-12-2023; Reviewed 1: 02-05-2024; Reviewed 2: 08-06-2024; Accepted: 16-06-2024; Published: 30-06-2024)*

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### **Abstract:**

Technology's rapid growth has significantly impacted how lecturers incorporate technology into classroom activities, especially when providing feedback. The students will receive feedback during the revision session. There are many techniques for giving feedback on students' writing. For instance, peer and self-feedback are two techniques for checking students' mistakes. Therefore, this research portrays technology as a medium for implementing peer and self-feedback in students' writing. This research aims to describe the integration of media in giving feedback. The media are blogs and Google Docs. This research also gathered students' perceptions of the use of online media. In this research, the researcher implemented qualitative research. This research was conducted by the fourth-semester students of the essay writing class, English Education Study Program, Uin Raden Intan Lampung. The researcher used documentation, an internet survey, and an observation sheet to gather data. The data from the research is analyzed interactively. The findings highlight the significant benefits of utilizing blogs and Google Docs for reflective writing practices. The implication of this research underscores the importance of integrating online media for peer and self-feedback to enhance students' writing skills effectively. This research contributes valuable insight into leveraging technology for academic improvement and fostering a conducive learning environment.

**Keywords:** *blogs, peer feedback, L2 students, self-feedback*

### **Abstrak:**

*Perkembangan teknologi yang pesat telah memberikan dampak besar pada bagaimana dosen memasukkan teknologi ke dalam kegiatan kelas, terutama saat memberikan umpan balik. Mahasiswa akan menerima umpan balik dalam sesi revisi. Ada banyak teknik untuk memberikan umpan balik pada tulisan mahasiswa. Misalnya, umpan balik dari teman sebaya dan umpan balik dari diri sendiri adalah dua teknik untuk memeriksa kesalahan mahasiswa. Oleh karena itu, penelitian ini menggambarkan penggunaan teknologi sebagai media untuk mengimplementasikan peer dan self-feedback dalam tulisan siswa. Tujuan dari penelitian ini adalah untuk mendeskripsikan integrasi media dalam memberikan umpan balik. Media yang digunakan adalah blog dan Google Docs. Penelitian ini juga mengumpulkan persepsi mahasiswa terhadap penggunaan media online. Dalam penelitian ini, peneliti menerapkan penelitian kualitatif. Penelitian ini dilakukan oleh mahasiswa semester empat dari kelas penulisan esai, Program Studi*

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### **How cite this article:**

Puspita, N., & Aryanika, S. (2024). Hey Blog': Can personal website assist L2 university students' willingness to do peer feedback? *Premise: Journal of English Education and Applied Linguistics*, 13(2), 428–469. <https://doi.org/10.24127/pj.v13i2.9154>

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*Pendidikan Bahasa Inggris, Universitas Raden Intan Lampung. Peneliti menggunakan dokumentasi, survei internet, dan lembar observasi untuk mengumpulkan data. Data dari penelitian ini dianalisis secara interaktif. Temuan ini menyoroti manfaat yang signifikan dari penggunaan blog dan google docs untuk praktik menulis reflektif. Implikasi dari penelitian ini menggarisbawahi pentingnya mengintegrasikan media online untuk umpan balik dari teman sebaya dan diri sendiri untuk meningkatkan keterampilan menulis siswa secara efektif. Singkatnya, penelitian ini memberikan kontribusi wawasan yang berharga dalam memanfaatkan teknologi untuk peningkatan akademik dan menumbuhkan lingkungan belajar yang kondusif.*

**Kata Kunci:** *blog, umpan rekan sejawat, siswa Bahasa kedua, umpan balik diri*

## INTRODUCTION

Feedback plays a crucial role in language assessment as it provides valuable information to learners about their performance, progress, and areas for improvement. Darong (2024) proposes that writing teachers consider utilizing an efficient learning approach to expand students' writing skills. Most teachers in Taiwan usually devote their time to teaching writing skills and assessing students' writing by offering teacher responses (Ge, 2011). The teachers must provide efficient e-feedback. The rapid development of technology has a positive impact on education. In line with the problems students face while learning to write, providing feedback is a crucial problem that needs to be focused on. Students need feedback to get input to improve their writing weaknesses (V. Pham et al., 2020; H. T. P. Pham, 2022a).

Peer feedback in language learning has received increasing attention in learner-centered collaborative research. (Yu, 2019) The findings show that peer feedback can also be seen as a learning activity focusing on participants' mental advancement and increasing their metacognitive development. It means that peer feedback is a slight suggestion that is given by the students to the students. Gielen et al. (2010) state that peer feedback can be a solution to meet students' feedback needs and to increase their learning process. In addition to improving learning outcomes and fostering a supportive learning environment, peer feedback fosters collaboration and trust, develops critical thinking and communication skills, increases student engagement, supports self-assessment and reflection, offers real-time insights, and lessens teacher workload.

Moreover, a blog is a kind of online journal or diary used to keep files or documents. There are several steps to giving feedback in a blog. They establish clear expectations, prepare for feedback, provide, receive, and implement feedback. Shanks (2022) describes that the blog offers a chance for the students to learn through reviewing and commenting on each other's work. Therefore, the students can provide feedback directly in a comment. A blog in a

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virtual learning environment like Blackboard Ultra effectively facilitates peer learning and formative and summative assessment. Lastly, blogs can highlight students' learning opportunities by reading and commenting on peers' blog posts, enabling them to approach their work with a fresh perspective.

In other words, self-feedback means that the students make a judgment on their work (Sudarmaji, I., & Lifanie, 2020). They could create a correction toward their work. It refers to students' learning in the assessment process. There is a dearth of comprehensive research on how incorporating recording tools can mitigate the disadvantages and enhance the benefits of these assessment approaches, particularly concerning writing skills, even though the body of existing literature thoroughly discusses the advantages and constraints of self and peer feedback Panadero et al. (2019) and Darong (2024). In sum, self-feedback reflects on your behaviors and outcomes to gain insights into your performance and personal growth. It involves critically analyzing your strengths, weaknesses, achievements, and areas for improvement.

In addition, Hidayat (2020) explores Google Docs as an effective tool for helping students write reports. Google Docs has various features, such as real-time interaction, traceable editing, and online connectivity, that enhance their writing experience. Therefore, the students obtain details and specific comments to aid their understanding of mistakes. At last, students were at ease utilizing Google Docs because of its interface's familiarity with classic word processing programs, which enhanced their opinions of the platform's usability and functionality. On the contrary, Google Docs are used for self-feedback and can promote interactive feedback and engage discussion between students and teachers Aisyah et al. (2022). Thus, it emphasizes the importance of promoting interactive and dialogic feedback in writing class.

Regarding the description above, the researcher states that blogs effectively facilitate the virtual learning environment by using Blackboard Ultra. It also provides peer feedback by reading and commenting on students' writing. Subsequently, Google Docs assists students by providing valuable tools for collaborative writing and feedback. Therefore, this current research focused on portraying the more significant number of students who used blogs to get peer feedback. The researcher implemented another strategy to guide the students in giving peer feedback. Then, researchers described the use of self-feedback by using Google Docs.

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This research also explores the impact of Google Docs on facilitating student self-feedback. Overall, it has been discovered that using blogs and Google Docs for peer and self-feedback can significantly improve students' writing abilities and motivation, especially in the L2 writing environment. Thus, the current study is also to share novelty for academics as part of obligation under a framework of publishing scholarly article in the shade of industrial revolution 4.0 and further 5.0 ahead (Turmudi, 2020).

The research questions of this research are:

1. How were blog-based peer feedback and Google Docs-based self-feedback implemented toward students' essays?
2. How did implementing blog-based peer feedback and Google Docs-based self-feedback impact students' essays?
3. What were students' perceptions regarding using blogs and Google Docs for peer feedback and self-feedback?

## **METHOD**

### ***Design***

This research focuses on qualitative research. According to Ary (2018), qualitative research is related to the data displayed in words or pictures rather than numbers and statistics. In addition, a particular set of research techniques, including in-depth interviews, focus groups, observations, content analysis, visual approaches, life histories, and biographies, can be used in qualitative research to analyze people's experiences in detail Hennink et al. (2020). The qualitative research method used in this study is case studies. Creswell & Creswell (2007) explain that a case study is a qualitative research approach in which an investigator examines a real-world, contemporary bounded system or several bounded systems over time.

### ***Participant***

In qualitative research, sampling is the process of choosing people or sites that is equally crucial. Qualitative researchers cannot see every aspect of the group or location that could be important to the study issue. They might try to gather a sample of observations they think are indicative of all they could find, but this is usually not a random sample (Donald,

Ary, 2018). Therefore, the researcher used purposive sampling. Purposive sampling is believed to be sufficient to provide relevant information about the topic or setting. Then, the participants of this research are 4<sup>th</sup>-semester students of the English Education Study Program in UIN Raden Intan Lampung who enrolled in an essay writing class.

### ***Instrument***

The data were collected using observation, documents, and an internet survey. Observation is a primary method for obtaining data in qualitative research and is more than just "hanging out." Qualitative observations use narratives or words to describe the setting, behaviors, and interactions (Ary, 2018). In this research, the observation is conducted to gain data about implementing blog-based peer feedback and Google Docs-based self-feedback. Firstly, the researcher designed the observation guideline based on the procedure of peer and self-feedback. The researcher has designed the observation sheet to observe peers' activity and self-feedback during revision sessions.

Moreover, qualitative researchers may use written documents or other artifacts to understand the phenomenon (Ary, 2018). In this case, the documents refer to various written and visual materials. For instance, the researcher has collected the syllabus and lesson plan used in classroom activities. This document checks whether the lecturer has implemented the planning or not. Then, the researcher also gathered links to Blogspot from the students, images/screenshots of the process of peer feedback and self-feedback (students' essays and students' feedback), and a peer/ self-feedback checklist. The use of documentation to check whether the lecturer is on the right track or not in implementing the media

Finally, the researcher also tried to use an internet survey to determine students' perceptions of implementing peer and self-feedback in blogs and Google Docs. An Internet survey is placed on a website constructed by the investigator. Respondents can answer the questions and submit the questionnaire online (Ary, 2018). Furthermore, there are several advantages to using Internet surveys. For instance, an Internet survey can be used to reach a large population, and it can be conducted quickly. The researcher used interview guidelines to collect this data. Interview data were collected to determine the students' participation or experience in using the media.

### ***Data collecting technique***

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The data were collected using an observation sheet, document analysis, and an internet survey. Firstly, observation sheets are elaborated by using the procedures of peer and self-feedback theories. The researcher broke down the procedure and then analyzed the activities done during peer and self-feedback. Secondly, the researcher used documentation. The researcher analyzed the lecturer's document, including the syllabus, lesson plan, and several links to share the feedback checklist. The lecturer also collected links from students' blogs and Google Docs to review students' writing. Thirdly, the researcher used an internet survey. The survey elaborates on the advantages of blogs and Google Docs in giving feedback. At last, the students distributed the link to fill out their perceptions.

### ***Data analysis technique***

The process of collecting, organizing, and analyzing qualitative data in order to decipher its meaning is known as qualitative data analysis. Qualitative data is unstructured and not based on numbers. Although music, images, and video are also considered forms of qualitative data, text-based materials like open-ended survey questions and user interviews are commonly referred to as such Dye (2024). This research focused on the steps of data analysis. The qualitative data analysis process typically involves five steps: gathering and collecting data, organizing and connecting the data, analyzing the data for insights, and reporting on the insights derived from the analysis. The study also employs referencing manager “offline citation using Mendeley Desktop (Turmudi, 2020).

## **RESULT AND DISCUSSION**

### ***Result***

The current study reveals the result of observation in implementing blog-based peer feedback and Google docs-based self-feedback during students' revision in essay writing class. The essay writing used in this research is a comparison essay. The result of the observation visualized the process of giving feedback. The result of implementation peer feedback in the blog can be seen in Table 1 (see appendix 1). Table 1 describes students' writing activities using peer feedback on blog. The activities involve students giving and receiving constructive feedback about each other's work. Therefore, the learning outcome to enhance students' collaboration and critical thinking are achieved. The students can use the feedback for their writing betterment.

Therefore, the result of implementation of self-feedback in Google Docs can be seen in Table 2. The following is the summary:

**Table 2. Result of Google docs self-feedback implementation**

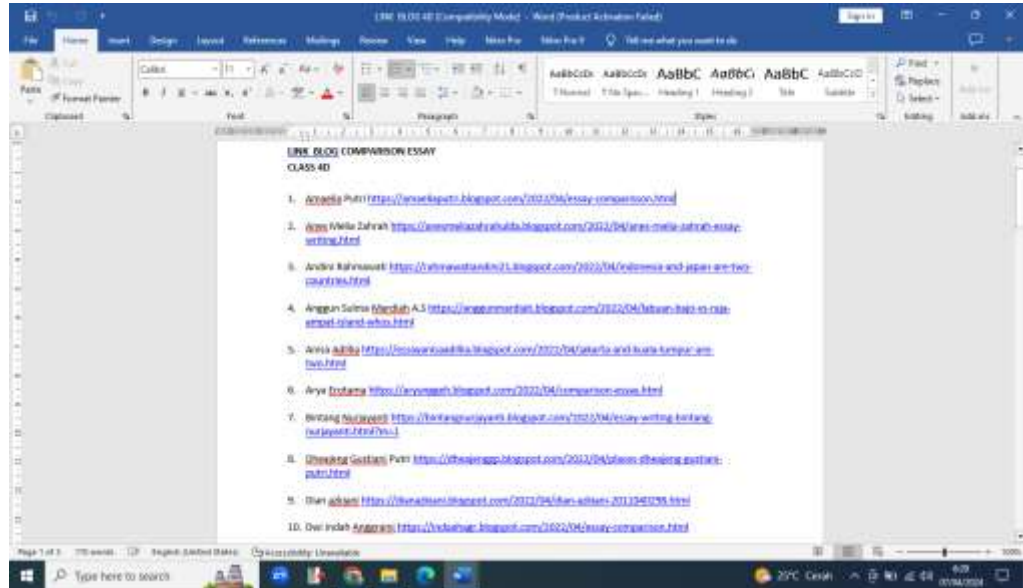
<b>NO.</b>	<b>Procedures</b>	<b>Descriptions</b>
1.	<i>The students are instructed to write an essay.</i>	<i>In this stage, the students are asked to write an essay. In this research, the students are focused on writing comparison essays. The students should follow the writing process procedures.  The comparison essay is written down in Google Docs. The students are introduced to Google Docs, one of Google's products. Furthermore, the students are asked to write their essays using this medium.</i>
2.	<i>The students are instructed to review their essays.</i>	<i>In this stage, the students have familiarized themselves with the procedure of peer feedback, so the researcher directly asked them to review their writing or essays. Firstly, they felt confused about commenting on their writing, but the researcher guided them to read the checklist of self-feedback before it could assist them in reviewing an essay. Moreover, the students review the whole essay that they have written.</i>
3.	<i>The students are encouraged to check at once related to their essay</i>	<i>In this stage, the students are checked to see whether they have understood the checklist of self-feedback. They are stimulated to understand each point in the checklist. Then, the students are asked to read the essay at once.</i>
4.	<i>The students are instructed to put feedback in their essays.</i>	<i>In this stage, the students should put their feedback/comments/input in their essays. The feedback is directly typed by themselves in Google Docs. The students must copy the checklist, add any highlights, and type feedback related to their essay's condition. After understanding the checklist, they felt confident in giving feedback on their writing.</i>
5.	<i>The students are instructed to review the result of their self-feedback</i>	<i>After putting the feedback, the students are asked to check the result of their self-feedback. Several students found their mistakes difficult, so they needed to review the results of their self-feedback.</i>

Besides the result of observation, some documents are used by the researcher during peer and self-feedback. The documentation strengthens the results of the research. The data also helps the researcher analyze the impact of using those two media. The documents used in implementing peer feedback by using Blog can be seen in Table 3. The documents consist of Blogspot link, students' essay in Blogspot, and peer feedback checklist. Those documents are used by the researcher to analyse students' activities. The students were giving and receiving feedback from their peers. In addition, the documents used in implementing self-feedback by using Google docs can be seen in Table 4. Table 4 covers the Google Docs link, students'

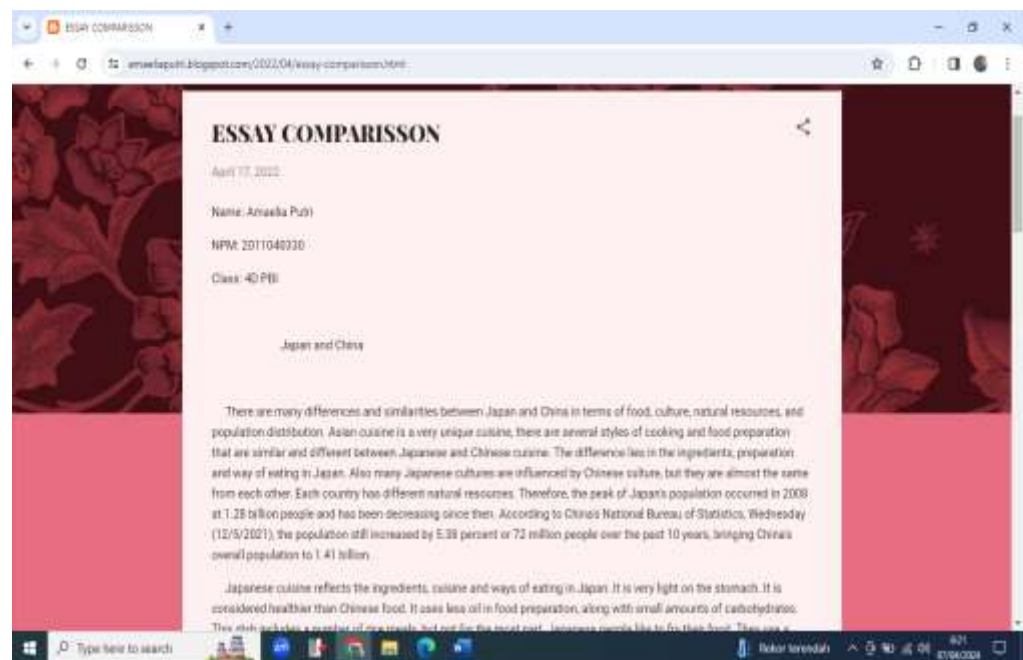
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essays in Google Docs, and self-feedback checklist. The following is a sample overview of the documents that have been used.

**Table 3. Documents of Blog-based peer feedback**

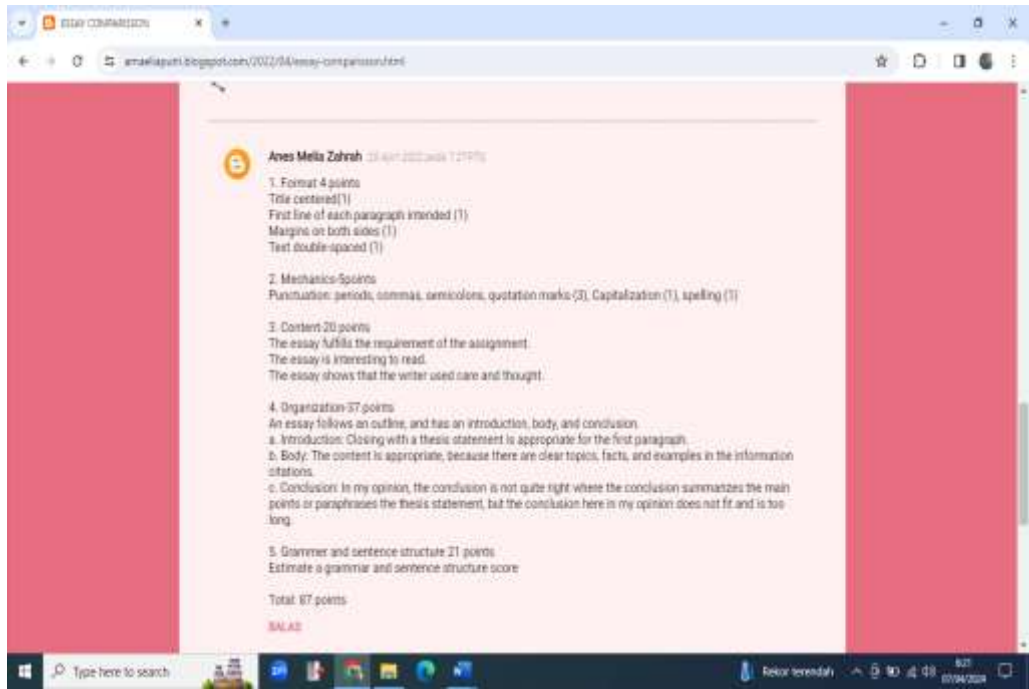


The table shows the list of blogspot links used by students. The students have created links using their personal blogspots.

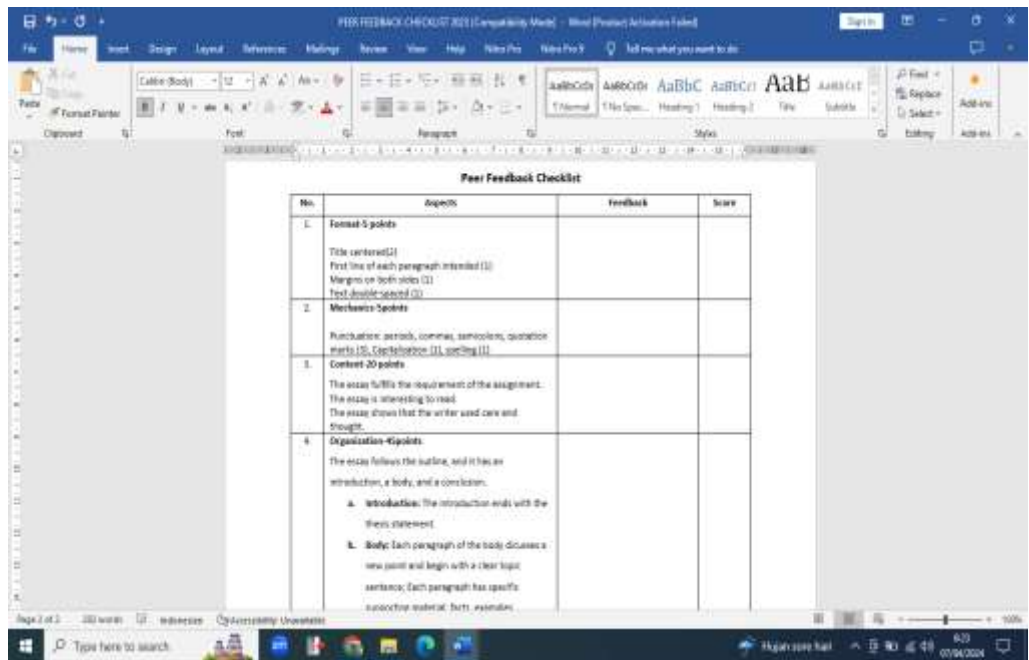


The screenshot is the result of a student's essay written on the blog page. This essay is talked about comparing two countries they are Japan and China.

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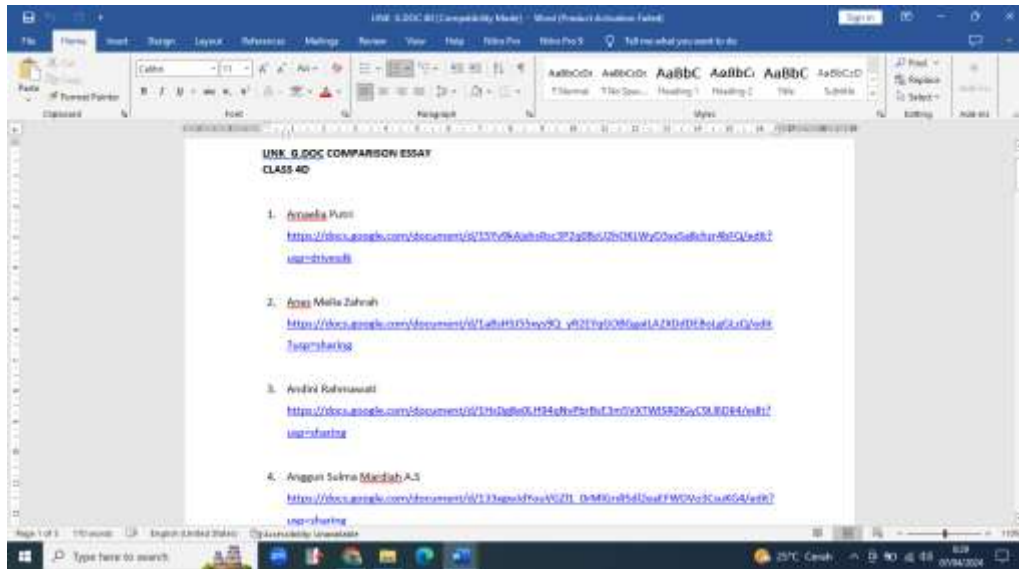
The screenshot is a continuation of the peer feedback process. From the screenshot image, the results of receiving feedback and grades can be explained.



The screenshot is a checklist for providing feedback on peer essays. There are several elements that should be considered to provide feedback such as format; mechanics; content; organization; and grammar. The checklist is used to avoid subjectivity between peers.

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Table 4. Documents of Google docs based self-feedback

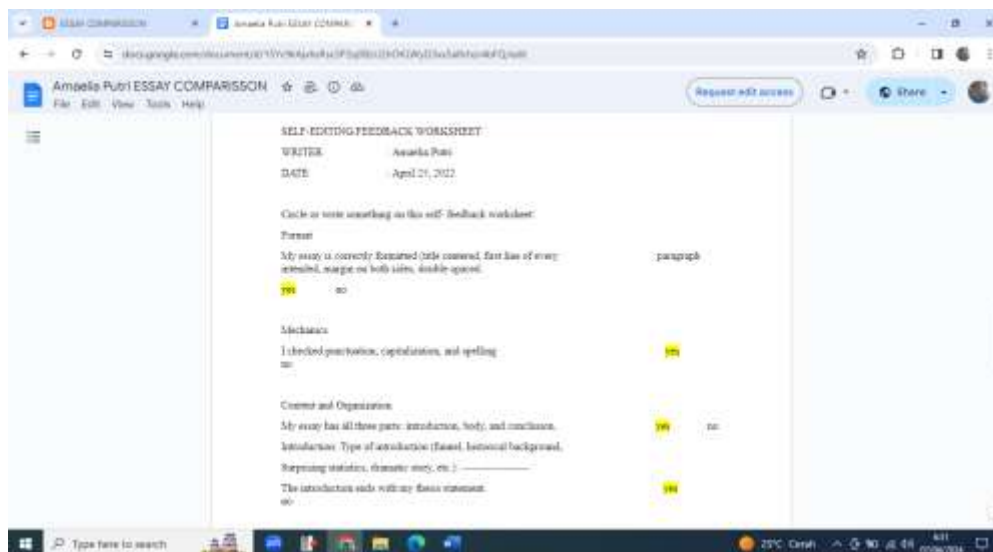


The screenshot is the Google docs link that students have created to save the essay. The students created these links using their own personal email addresses. One of the example is shown in the screenshot below.

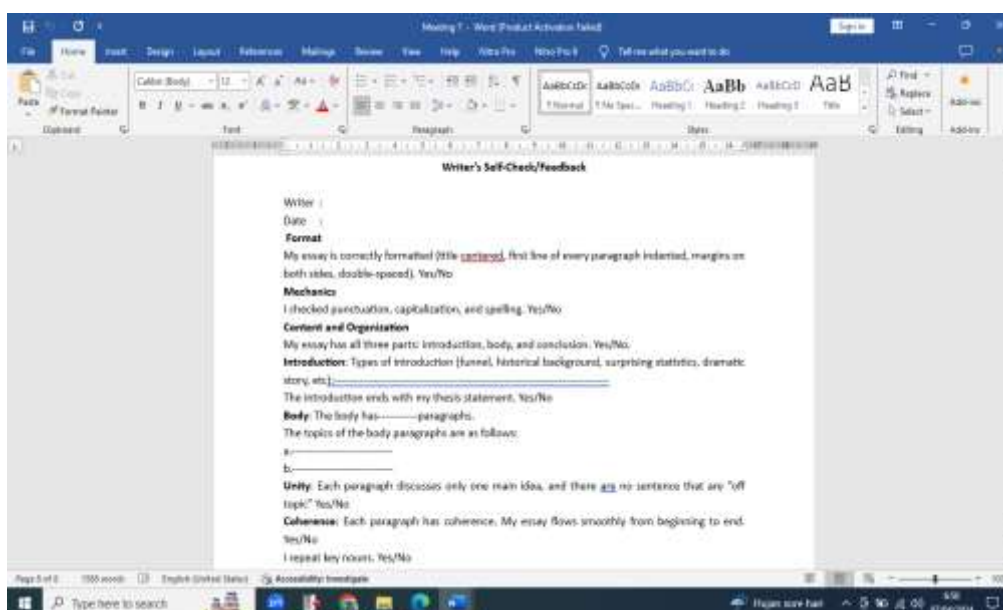


The screenshot shows student essay written on the Google docs page. The essay has been automatically saved in Google docs. The students can directly write their essay on the Google Docs page.

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The screenshot shows the result of students' self-feedback based on the checklist above. The students can ensure whether their writing is in accordance with the checklist or not.



The screenshot shows a self-feedback checklist. This checklist is used as an aid to identify and provide self-feedback on students' own essays.

Moreover, the researcher also showed the results of students' perceptions of using blogs and Google Docs for peer and self-feedback. The results of the students' perceptions were taken from an internet survey. The whole set of data is taken to describe the process of implementing peer and self-feedback. Therefore, it gathered the students' experiences in using

digital media. Table 5 are the results of the internet transcription of the survey that was conducted.

**Table 5. Transcription of an Internet Survey**

**Question no.1:** Are you familiar with the use of Blog and Google Docs? Mention an example of using Blog and Google Docs in your writing activity!

<i>Respondent</i>	<i>Answer</i>
<b>Respondent 1</b>	<i>Yes, I am familiar with and used to using Google Docs and blogs. I was accustomed to using Google Docs because I always used those two media during online lectures in essay courses.</i>
<b>Respondent 2</b>	<i>Yes, I am familiar with using blogs and Google Docs; in the last semester, we did blog writing, such as resetting the country and others.</i>
<b>Respondent 3</b>	<i>Yes, I do. We practice writing paragraphs.</i>
<b>Respondent 4</b>	<i>Yes, in the last semester, my class used that website.</i>
<b>Respondent 5</b>	<i>Ya, sangat familiar dengan penggunaan Blog dan Google docs, karna dengan google docs dokumen dapat di akses editing dengan menggunakan link g.doc.</i>
<b>Respondent 6</b>	<i>Menulis sebuah cerita, membaca cerita oranglain di blog mereka, menulis komentar atas cerita yang sudah dibaca dan juga membalas komentar dari orang yang sudah memberi komentar di blog saya.</i>

**Question no. 2:** Are you interested in following Peer and self-feedback using Blogs and Google Docs in online classes? What is your reason?

<i>Respondent</i>	<i>Answer</i>
<b>Respondent 1</b>	<i>I'm interested in participating in peer feedback and self-feedback using Google Docs and blogs because the two media are easy and fun to use, and the application is not too difficult.</i>
<b>Respondent 2</b>	<i>Yes, I am interested in following peer and self-feedback because it helps to test our critical thinking in writing blogs, which really helps us develop thinking and thoroughness.</i>
<b>Respondent 3</b>	<i>Yes, because it helps students write a paragraph using a writing application.</i>
<b>Respondent 4</b>	<i>No, because I was confused about giving the feedback to my friend.</i>
<b>Respondent 5</b>	<i>Sangat menyenangkan karna kita bisa memberi penilaian kepada diri sendiri dan untuk orang lain.</i>
<b>Respondent 6</b>	<i>Iya saya tertarik. Karena mudah dijangkau hanya lewat mobile phone/pc dan bisa diisi saat waktu luang.</i>

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**Question no. 3:** Did you feel helped to do peer and self-feedback by using blogs and Google Docs during online class? Mention why blogs and Google Docs have helped you communicate and interact during workshop sessions.

<i>Respondent</i>	<i>Answer</i>
<i>Respondent 1</i>	<i>Yes, using blogs and Google Docs is very helpful in peer and self-feedback because it is easy to use. Besides, blogs help us interact and communicate with partners through the comments column.</i>
<i>Respondent 2</i>	<i>Indeed, it is very helpful for us in online classes and peer and self-feedback. Then, we learn how to create a blog and develop new ideas for making blogs and their content.</i>
<i>Respondent 3</i>	<i>Yes, I did. From the blogs, we can learn what feedback our friends give us about our writing. Moreover, we can know the weaknesses of our writing.</i>
<i>Respondent 4</i>	<i>Yes, I did, because when we have written that feedback, it can be directly seen by the writer.</i>
<i>Respondent 5</i>	<i>Google doc and blog efektif dalam kelas online dan memudahkan komunikasi dan interaksi dengan orang lain.</i>
<i>Respondent 6</i>	<i>Saya merasa terbantu karena bisa dilakukan tanpa harus bertatap muka mengatur jadwal yang pas, ini bisa dilakukan kapan saja saat waktu senggang. Jadi, untuk memberi atau diberi umpan balik dapat dengan mudah diberikan. Di era digital saat ini dua media tersebut sangat membantu sekali.</i>

**Question no. 4:** Do you think blogs and Google Docs are practical tools for peer and self-feedback? What is your reason?

<i>Respondent</i>	<i>Answer</i>
<i>Respondent 1</i>	<i>I think using Google Docs and blogs is very effective in doing self and peer feedback because it can be used remotely without having to meet others. The two media are also entertaining.</i>
<i>Respondent 2</i>	<i>Yes, it is very effective if we use blogs as learning media, not just online learning, but it will be much more effective if online or online is done for learning media using blogs. This helps students to be more creative in creating content.</i>
<i>Respondent 3</i>	<i>Yes, I did. Because it can help us to try writing paragraphs/sentences, and we can learn how to give good feedback to our friends.</i>
<i>Respondent 4</i>	<i>Yes, because it can help us to use good grammar.</i>
<i>Respondent 5</i>	<i>Menyenangkan</i>
<i>Respondent 6</i>	<i>Saya pikir iya, karena orang lain dapat melihat blog kita dan mengomentari terkait tulisan kita. Begitu puladengan Google docs, seseorang dapat dengan mudah mengakses laman kita ketika telah diberi tautan/link.</i>

***Discussion*****a. The implementation of blog-based peer feedback and Google Docs-based self-feedback toward students' essays**

The research question of this research is: How was the implementation of blog-based peer feedback and Google Docs-based self-feedback toward students' essays? Consequently, this research aims to describe the implementation of media in giving feedback. The media are blogs and Google Docs. Regarding the data, when students review each other's blogs, they have to learn the checklist of peer feedback first. Therefore, the students put feedback in the blog comment box. They have found many typos and run-on sentences. The peer also should match their peer's content and organization toward the topic provided.

On the other hand, the students felt confused at the beginning of the self-feedback activity in Google Docs. Then, the researcher guided them to read the self-feedback checklist, so they were at ease in giving feedback on their writing. Overall, implementing peer and self-feedback in blogs and Google Docs enables students to be more motivated and collaborative in writing.

Moreover, the data taken from documentation showed that the students' peer and self-feedback activities in blogs and Google Docs run smoothly. The researcher found that the students had written the feedback in the comment box. The feedback concerns format, content, organization, mechanics, and grammar. The students also directly put the writing score there. The students have arranged the feedback in detail. They gave feedback with enthusiasm. The blog and Google Docs also enhanced students' writing skills, with 80% reporting improving their writing scores.

The research supports the study of peer and self-feedback, reflecting students' actions, behaviors, and outcomes to gain insights into their performance and personal growth. It involves critically analyzing the students' strengths, weaknesses, achievements, and areas for improvement Panadero et al. (2019); Darong (2024). The students can motivate themselves to write the essay. In addition, Neumann and Kopcha (2019) explain that writing and revision with online tools like Google Docs positively affected students' writing achievement. It gives the quality of feedback and improves student interaction and collaboration. In line with Huang (2016), blogging is a helpful alternative technique. The teacher and students' favorable

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attitudes toward the blog task also suggest that blogging should be regularly included in writing classes to increase EFL writers' motivation. The study's outcomes align with other research on the viability and promise of employing blog software to encourage peer review and support efficient writing training.

According to additional supporting studies, students who use blogs to gain comments on their revisions can receive instruction. It might be argued that by receiving constructive criticism, students can raise the caliber of their work and so advance their learning Ion & Stingu (2014). Then, Semeraro & Moore (2016) add that Students were engaged while using the technology, they improved the overall quality of their writing, they added informational elements to support the organization of their writing, they primarily made sentence-level revisions, and they used critical features in Google Docs to foster collaboration during revision.

More crucially, using blogs and Google Docs to give feedback improves students' motivation, collaboration, criticism, and achievement in their writing, particularly in revision sessions. It improves the quality of students' writing. Therefore, it may support effective instruction in writing. The current research emphasized how the two media—blogs and Google Docs—act as dynamic media used to give feedback, providing students with crucial critical thinking, enthusiasm, and motivation through giving feedback.

#### **b. The impact of implementing blog-based peer feedback and Google Docs-based self-feedback toward students' essays**

The second research question is: What was the impact of implementing blog-based peer feedback and Google Docs-based self-feedback on students' essays? Therefore, the research aimed to explain the impact of those two media, blogs and Google Docs. For the data, the research has consistently shown that peer feedback has a more significant impact on improving students' writing, motivation, and satisfaction. In addition, the students' writing abilities also improved after conducting self-feedback in Google Docs. Similarly, the research enhances the student's critical thinking and engagement in revision sessions. They are helpful by getting feedback for their better revision of the writing.

Conversely, this current research has depicted the implementation of peer and self-feedback directly on two media, such as blogs and Google Docs. The researcher found that those two media effectively give peer and self-feedback feedback. This result supports Pham's

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research about peer E-comments should replace traditional peer comments. It can fill technology and assist as media in evaluating both self and peer feedback. Using blogs and Google Docs proves the students' perception was satisfaction in writing essays because they got comments or feedback effectively and also support the statement that feedback is needed by students so that they can get input to improve their writing weaknesses and shortcomings (Ho et al.: 2020); H. T. P. Pham (2022b). In addition, Zhang et al. (2014a) say that blog use positively impacts students' motivation, collaboration, and course satisfaction. It also offers conducive feedback to students' self-reflection and self-confidence. Then, it encourages students' collaboration and self-reflection and notices the co-construction of knowledge.

Above all, using blogs and Google Docs has a constructive impact on students' revision. Students can enhance their motivation, collaboration, self-reflection, and self-confidence. Therefore, the students are helpful in revision sessions. The current research describes the positive impact of implementing blogs and Google Docs on peer and self-feedback. The students obtain great motivation and self-reflection through feedback sessions.

### **c. Students' perceptions regarding the use of blogs and Google Docs in peer feedback and self-feedback**

The last research question is: What were students' perceptions regarding using blogs and Google Docs for peer feedback and self-feedback? Moreover, the research aims to explain the students' perception of using Blogs and Google Docs in their revision sessions. The students' perception indicated they were familiar with using Blogs and Google Docs during the revision session. They said using blogs and Google Docs during online learning makes them familiar. They also had several experiences with the use of blogs and Google Docs. For instance, they have accessed those two media to edit their writing. Then, they read about the story people's bibliography and write and reply to feedback. Thus, they can easily give feedback in blogs and Google Docs.

Providing media peer and self-feedback by peers and themselves improved students' writing performance. The students enjoyed using the media to give feedback. The students have become familiar with using blogs and Google Docs so that they feel comfortable giving feedback. It has been clear that using blog-mediated peer feedback can improve students' fulfillment with the efficiency of a writing course Zhang et al. (2014b). The research findings

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show a significant paradigm shift from traditional manual feedback in books to blog-mediated technology.

Moreover, utilizing Google Docs in students' self-feedback can significantly increase their writing skills. The research discovered that students who used Google Docs for self-feedback revealed significant improvement in writing abilities Saleh et al. (2021). Google Docs support the students' writing abilities with features such as enhanced collaboration and revision tools, promoting self-assessment skills and fostering active learning. Google Docs can transform students from passive feedback recipients into active revision session participants. They can improve their critical thinking and independent learning Rahayu (2016). Finally, Google Docs is a tool that can be used to collect students' writing, and then they can reflect on the writing process.

At last, implementing peer and self-feedback in blogs and Google Docs can be complex because of several imperfections. Meanwhile, the functions of the media enhance collaboration and promote self-assessment. One significant drawback is the possibility of uneven feedback quality, as students may not always offer insightful or helpful feedback. Furthermore, the students can submit their writing and then receive feedback. This current research portrays that some students may find it difficult to navigate Google Docs and blogs and know how to give feedback because of their technological components, which could make it more difficult for them to participate in peer and self-feedback activities. Moreover, students may become less accountable and responsible due to the anonymity of online feedback, which leads to lower-quality feedback and less successful learning outcomes. Surprisingly, the students can overcome the whole problem mentioned above.

## CONCLUSION AND IMPLICATION

### *Conclusion*

Referring to the result and discussion above, implementing peer and self-feedback on blogs and Google Docs media is efficacious in improving students' writing skills. These digital media make feedback more accessible and convenient, significantly enhancing writing quality. It has been demonstrated that peer feedback, in particular, helps students develop their analytical and critical thinking abilities and a sense of ownership and participation. Additionally, using Google Docs, students may get quick feedback on their work and make

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*Volume 13 No 2, June 2024,*

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necessary modifications, resulting in better writing output. Thus, the media offers a setting where students can cooperate, exchange ideas, and benefit from one another's knowledge. Incorporating peer and self-feedback into blogs and Google Docs effectively improves students' writing abilities and encourages a more interactive and cooperative learning environment.

### ***Limitation***

The limitation of the research is that it focuses on implementing blogs and Google Docs as online journals. Implementing blogs and Google Docs involves peer feedback and self-feedback on students' essay writing. When giving feedback, the researcher provides the checklist, but the researcher cannot examine the quality of the feedback.

### ***Implication***

Implementing peer and self-feedback on blogs and Google Docs media has noticeable implications for improving students' writing skills. Using these digital media, lecturers can establish a collaborative learning environment that develops critical thinking, analytical skills, and a sense of responsibility. This research offers a powerful medium for improving students' writing skills and promoting a more collaborative and engaging learning environment.

## **ACKNOWLEDGEMENT**

We thank the English Department of UIN, which helped the authors write this article. We also appreciate everyone who took part in this research. Finally, we thank the management of UIN Radin Intan for material and immaterial support.

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Appendices

Appendix 1

**Table 1. Result of Blog-based Peer Feedback Implementation**

NO.	Procedures	Descriptions
1.	<p>Students are prepared for Peer Feedback. For instance, they introduced the benefits of Peer Feedback, built an understanding of Peer Feedback, model the Peer Feedback, and brainstormed the process of Peer Feedback.</p>	<p>At the beginning of the peer feedback activity, the students explained what peer feedback is and its benefits. The lecturer explained that this activity would improve their skill in giving feedback to their peers' writing. Furthermore, this activity will improve their writing.</p> <p>Moreover, the lecturer also advised the students that they should focus on some points. For instance, the students should notice some parts of an essay. They are the introduction, body, and conclusion. As well as the part of an essay, the students should understand the content, organization, and other elements of writing.</p> <p>Finally, the lecturer explained how to start peer feedback. The students should read the checklist first and ensure they understand.</p>
2.	<p>Students are assigned to peers. The list of the Peer Feedback is taken from the attendance.</p>	<p>In this research, the lecturer has divided this activity's peers by looking at the present list.</p>
3.	<p>Students are given the Peer Feedback checklist. In addition, the teacher explains each point of the checklist.</p>	<p>In this research, the lecturer shared the peer feedback checklist and then explained how to use it.</p>
4.	<p>Students are guided in giving feedback toward their peer writing. The guidance is some questions that are clear and specific.</p>	<p>This activity means that the lecturer monitors every single step in doing peer feedback. The lecturer asked some questions, so the students were confident in giving peer feedback.</p> <p>Sample questions:</p> <ol style="list-style-type: none"> <li>a. Did you understand your peer essay?</li> <li>b. Was your peer essay excellent/exciting?</li> <li>c. Was your peer essay on the right track?</li> <li>d. Etc.</li> </ol>
5.	<p>Students start by putting any feedback based on the Peer Feedback checklist.</p>	<p>In this part, the students leave feedback on their peer essays. They left the feedback in the comment column in a blog. The peer found many typos and run-on sentences. They also checked the appropriateness of the content for each part of an essay.</p>
6.	<p>Students are checked by the teacher related to the process of putting the feedback. These activities are done in BlogSpot (computer-based).</p>	<p>Finally, the lecturer checked the students' peer feedback activity. The lecturer goes to the link to students' blogs and then checks whether they have done the peer feedback.</p>