

**STUDENTS' PERCEPTION ON THE IMPLEMENTATION OF
PEER WRITTEN FEEDBACK IN EFL CLASSROOM AT ELESF
UNJ**



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SKRIPSI

*A Skripsi Submitted is Partial Fulfillment of the Requirement for the Degree of
“Sarjana Pendidikan”*

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI JAKARTA
2026**

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ACKNOWLEDGEMENT

Praise and gratitude to Allah SWT, the Almighty, the Merciful God for the countless strength, blessing, guidance, and mercy that helped the writer to completed this undergraduate thesis. Peace and blessings to our prophet Muhammad SAW, whose lessons have guided me through my journey.

I am deeply grateful for my family, lecturers, and colleagues, who have supported me from day one until the completion of this journey. Completing this work is a great blessing, and in sincere gratitude, I hope the information presented here may be useful and beneficial for the future researcher. Therefore, I would personally give my gratitude, show greatest respect to the people whose effort and support have contributed to the completion of this work:

1. I would love to express my deepest gratitude for my family, Ibu Tuty, Kakak Chika, and dearest Ayah Sis in heaven whose endless love, support, and prayers that has been accompanying me throughout my life. Your belief in my potential has been my greatest source of strength through this journey.
2. I would like to express my sincere gratitude for Imas Wahyu Agustina, M.Pd and Dr. Li Rizdika Mardiana, M.Pd for the guidance, patience, and expertise throughout the writing process. The feedback and suggestions that you give helped the research in directions I would never have discovered on my own.
3. I would like to thank my best friends in college, Pos Satpam, Sasa, Hana, Mia, Ghais, Daffa, Faisal, and Kindy. College is such a rollercoaster journey, and I am glad I spent every second of it with all of you. I wish a successful, happy, and healthy life for all of you.
4. I would also thank my DPM girls, Mia, Nise, Ghais, Kak Aul, Maudi, Aci, Nabila, Anisa, Muti, and April. Thank you for filling my organizational life full of smiles and laughter. Thank you for always being the many sisters that gives me so much informations.

5. I would also thank my best friends since day one, Windy, Danaya, Tasya, and Aliyah for the uncountable support through this journey. Even if each one of us were in a different path, your effort to always be present have given me so much strength.
6. I would also thank my partner, Muhammad Daffa Tri Arnoldi, for all the support, trust, love, time, effort, and for being here all the time, through my ups and downs. I sincerely thank you for believing in me.
7. Lastly, I want to thank Maya, for not giving up even if your mind telling you to do so all the time. Thank you, for keep trying.

Jakarta, July 2026

Maya Hikmah Isnaini

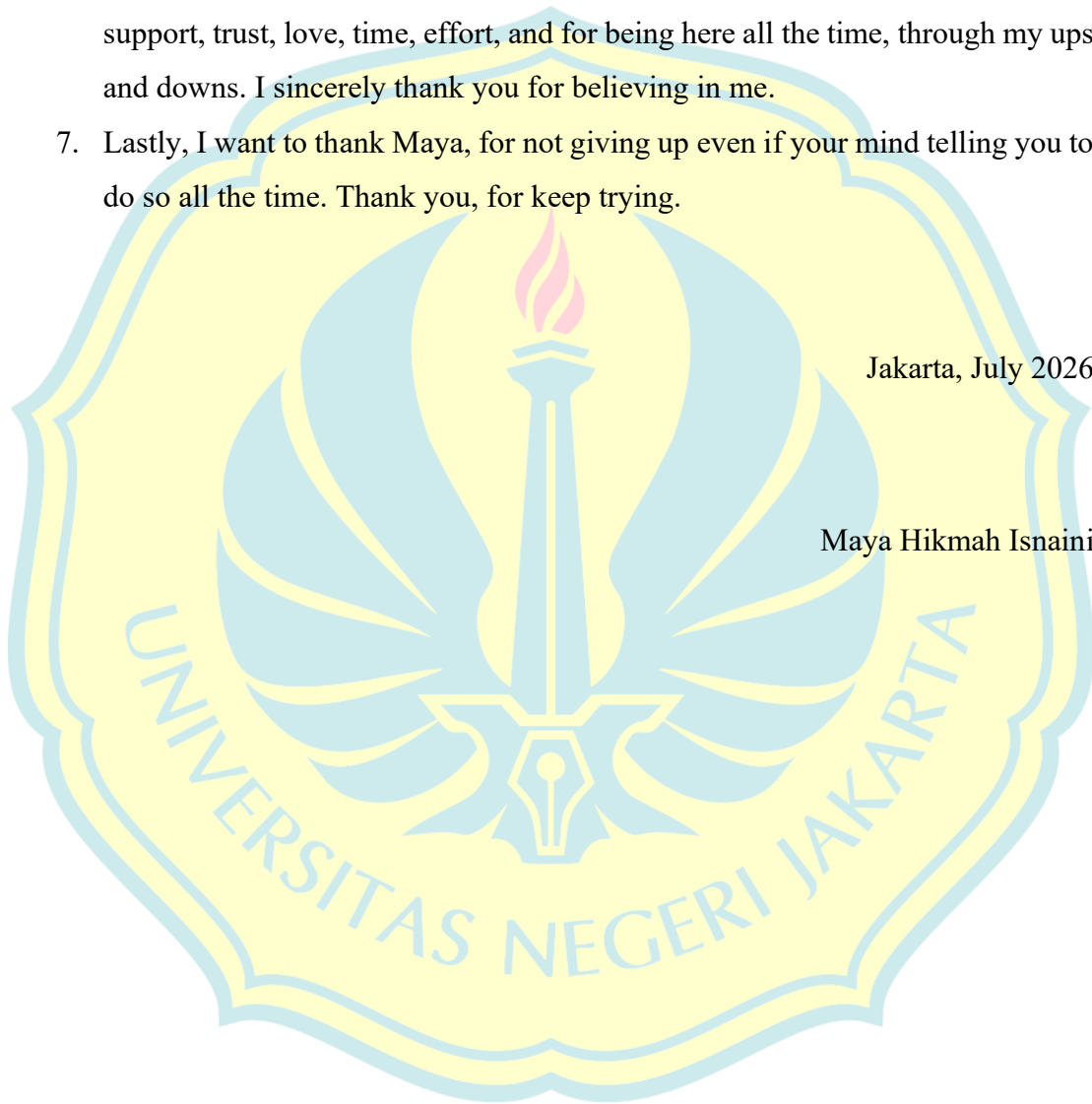


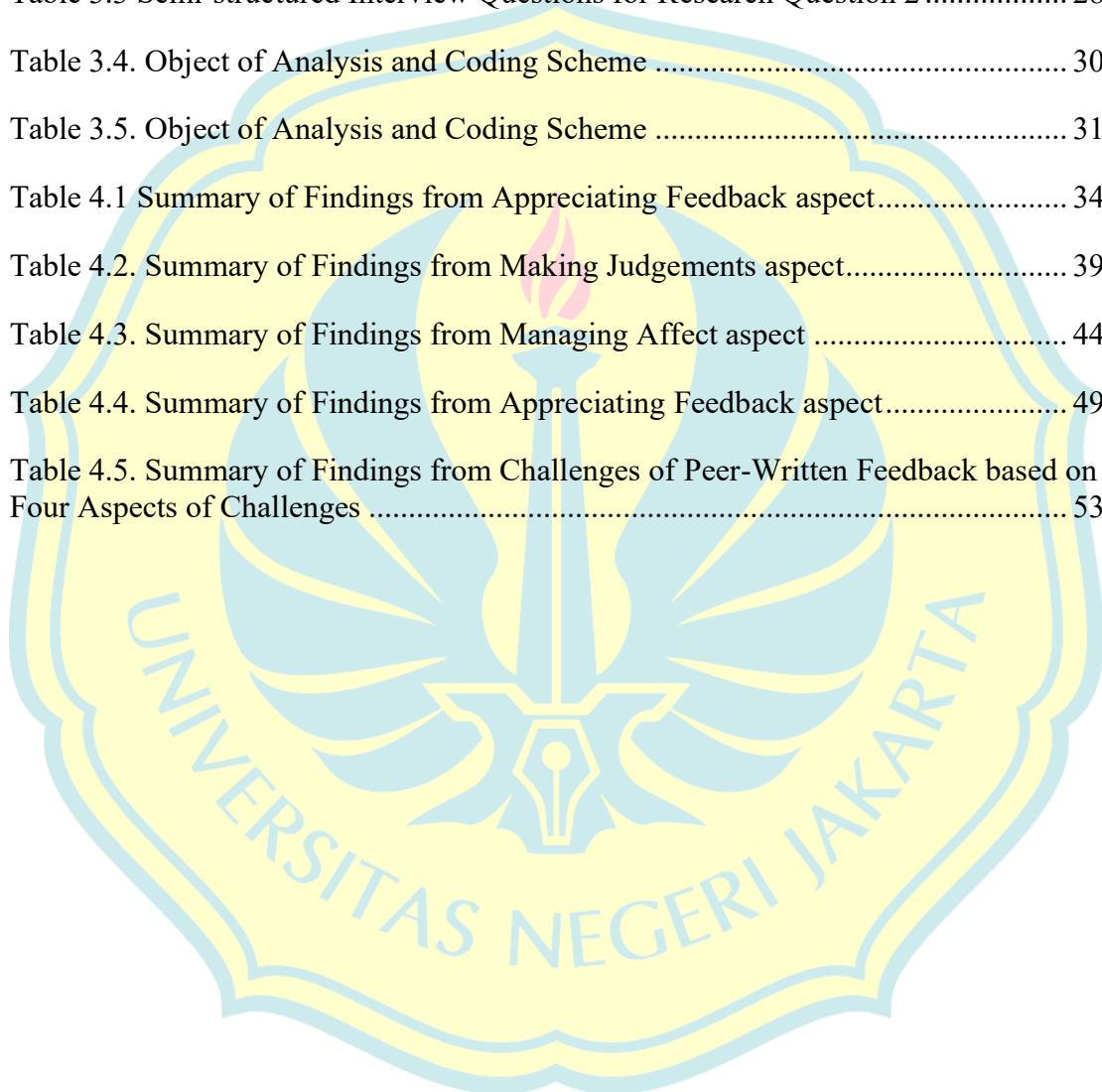
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ABSTRACT

Maya Hikmah Isnaini. 2026. *Students' Perception on The Implementation of Peer Written Feedback in EFL Classroom at ELESP UNJ.* A Skripsi. English Language Education Study Programme, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Peer-written feedback has become an important educational approach in English as a Foreign Language (EFL) writing classes since it promotes collaborative learning and helps students improve their writing skills. However, students' views on peer written feedback and its implementation challenges have been rarely studied, especially in higher education. The purpose of this study was to investigate students' perspectives on the implementation of peer written feedback, from the perspective of the Student Feedback Literacy framework presented by Carless and Boud (2018), and to examine students' challenges based on the framework of Liu and Carless (2006). Using a descriptive qualitative design, this study involved 12 undergraduate students from the English Language Education Study Programme (ELESP) of Universitas Negeri Jakarta from the 2021, 2022, and 2023 batch who had experienced peer-written feedback in EFL classrooms. Data were collected through semi-structured interviews. The findings revealed that students generally held positive perceptions across the four aspects of Student Feedback Literacy. Although participants encountered challenges related to reliability, perceived expertise, power relations, and time allocation, these did not prevent them from recognizing the educational value of peer-written feedback. Overall, peer-written feedback functioned not only as a revision strategy but also as a learning process that fostered feedback literacy and continuous improvement in EFL writing. The findings imply that lecturers should provide clear advice and structured peer feedback activities to improve students' feedback literacy and peer-written feedback in EFL writing classrooms.

Keywords: peer-written feedback, peer feedback, student feedback literacy, challenges of feedback, EFL writing

ABSTRAK

Maya Hikmah Isnaini. 2026. *Persepsi Mahasiswa terhadap Penerapan Umpan Balik Tertulis dari Teman Sejawat di Kelas EFL pada Program Studi Pendidikan Bahasa Inggris (ELESP) UNJ.* Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Umpan balik tertulis sesama siswa telah menjadi pendekatan pendidikan yang penting dalam kelas menulis Bahasa Inggris sebagai Bahasa Asing (EFL) karena pendekatan ini mendorong pembelajaran kolaboratif dan membantu siswa meningkatkan keterampilan menulis mereka. Namun, pandangan siswa mengenai umpan balik tertulis sesama siswa serta tantangan dalam penerapannya jarang diteliti, terutama di tingkat perguruan tinggi. Tujuan penelitian ini adalah untuk mengetahui perspektif mahasiswa mengenai penerapan umpan balik tertulis antar teman sekelas, dari sudut pandang kerangka kerja *Student Feedback Literacy* yang dikemukakan oleh Carless dan Boud (2018), serta untuk mengkaji tantangan yang dihadapi mahasiswa berdasarkan kerangka kerja Liu dan Carless (2006). Dengan menggunakan desain kualitatif deskriptif, penelitian ini melibatkan 12 mahasiswa sarjana dari Program Studi Pendidikan Bahasa Inggris UNJ angkatan 2021, 2022, dan 2023 yang pernah mengalami umpan balik tertulis sesama mahasiswa di kelas EFL. Data dikumpulkan melalui wawancara semi-terstruktur. Temuan penelitian menunjukkan bahwa mahasiswa secara umum memiliki persepsi positif terhadap keempat aspek Literasi Umpan Balik Mahasiswa. Meskipun peserta menghadapi tantangan terkait keandalan, persepsi keahlian, hubungan kuasa, dan alokasi waktu, hal-hal tersebut tidak menghalangi mereka untuk mengakui nilai pendidikan dari umpan balik tertulis sesama mahasiswa. Secara keseluruhan, umpan balik tertulis sesama mahasiswa berfungsi tidak hanya sebagai strategi revisi, tetapi juga sebagai proses pembelajaran yang menumbuhkan literasi umpan balik dan peningkatan berkelanjutan dalam menulis bahasa Inggris sebagai bahasa asing. Temuan tersebut menunjukkan bahwa dosen sebaiknya memberikan arahan yang jelas serta menyelenggarakan kegiatan umpan balik sesama teman sekelas yang terstruktur, guna meningkatkan literasi umpan balik mahasiswa serta kualitas umpan balik yang ditulis oleh sesama teman sekelas dalam kelas menulis bahasa Inggris sebagai bahasa asing.

Kata kunci: umpan balik yang ditulis teman sebaya, umpan balik teman sebaya, literasi umpan balik siswa, tantangan umpan balik, penulisan bahasa Inggris sebagai bahasa asing (EFL)