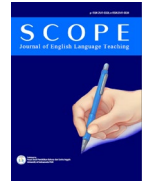




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Research Article

Digital Dialogue: Leveraging Microsoft Word for Effective Peer Feedback

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KEYWORDS

digital dialogue;
 Microsoft word;
 peer feedback.

ABSTRACT

Peer feedback is a significant instructional technique in the learning process, providing students with varied perceptions and insights to expand their work. In the digital age, Microsoft Word provides numerous features that can increase the effectiveness of peer feedback. Therefore, the purpose of this research is to explore how students can utilize Microsoft Word for providing and receiving constructive peer feedback. This research would focus on understanding and interpreting the meaning of interpretation, which is qualitative research. Observations checklist and document analysis would be used to collect comprehensive data on the use of Microsoft Word. In addition, the results of the data would be analyzed iteratively. In conclusion, Microsoft Word offers a wide range of capabilities that help improve students' peer review processes. The impact of the research lies on the use of tools like "Track Changes," a commenting tool, a comparison feature, a word count, grammar check, and collaboration tools, students can enhance their writing abilities, participate in meaningful discussions, and cultivate a feedback-friendly environment.

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INTRODUCTION

Writing is an extremely essential skill when teaching and learning English as a Foreign Language (EFL). Nevertheless, plenty of students, particularly in Indonesia, believed this was the most challenging skill to master, even for undergraduates (Maysuroh & Ilham Maryadi, 2017). In addition, Sa'adah (2020) argued that English language learners do not instantaneously acquire the ability to write because it requires a lengthy learning process and a considerable amount of effort. It means that producing good writing is not easy. Furthermore, writing is an experience, not a destination or; process. It entails several procedures that transform a writer's basic concept into a well-written work. In other words, to produce good writing

a writer must follow several stages. The stages are the process of writing. The process of writing starts from pre-writing, drafting, revising, and publishing.

In fact, the students face several problems in the process of writing. It has been stated by Basalama (2015) that the students must be competent in both grammar and writing quickly. Therefore, it makes the students stuck or confused about how to begin writing. It takes an awful lot of work to deal with this sort of situation. The description refers to the basic challenge of writing, which is a hard skill to acquire. On the other hand, the process of writing is started by brainstorming the ideas, then developing every single idea. The students should focus on the concept of writing, the main idea, and the topic of writing. Then, the students also need corrections in order to check whether their writing is

on the right track or not. Correction is usually performed after applying an assessment. According to Dagnev Chekol (2020), one of the most important phases of learning English as a Foreign Language (EFL) is assessment, which is considered to be a function beyond the control of teachers. Their primary responsibility is to correct students' mistakes made during a performance. In this context, the assessment is about providing feedback on students' writing.

Considering its complexity, feedback is regarded as a crucial component of the writing process because it can improve students' writing ability (Kusumaningrum et al., 2019). This phenomenon means that teachers or lecturers should seriously choose feedback techniques implemented in the writing process, particularly during the revision stage. At this stage, students can obtain feedback from teacher, peers, and themselves. Practically, it is hard to get teacher's feedback due to the large number of students in a class. Thus, this challenge of feedback is to implement peer feedback for students. Recently, peer feedback has been recognized as the most commonly employed technique for teaching writing because numerous studies have examined its advantages (Tianotak, 2021). It is clear that conducting peer feedback in the writing process give significant advantages for the students. Peer feedback provides a crowd of advantages for the person who provides it and the person receiving it, altering the writing process into a teamwork learning experience.

Moreover, research that focuses on depicting peer feedback integrated with technology is extremely important. It has been clearly stated by Chen (2016) that some research on technology-enabled peer feedback in writing classes argues that the more flexible patterns of speech and language use in electronic feedback than in spoken discourse, the less frightening situation generated by face-to-face involvement. These arguments mean that the existence of technology in conducting peer feedback can reduce students' anxiety. The students can easily comment on their friends' writing by using online tools. This will be more flexible since it is held in online setting. Nowadays, there are many online tools that can be used for peer feedback. For instance, Elboshi (2021) mentioned the use of web-based technology, such as blogs and social networks. In addition, the use of web-based technology in peer feedback can ease and encourage students' peer feedback in writing class. On the other hand, this research will depict the leverage of Microsoft Word as peer feedback tool in essay writing class. Microsoft word is an asynchronous tool that is familiar to students and educators. This tool can be beneficial for providing basic peer feedback during writing. Additionally, Microsoft word as a technology-supported peer feedback tool is distinguished by encouraging collaboration, adaptable discourse patterns and language usage, and fruitful changes

in teachers' and students' roles in the process of offering peer feedback (Chapelle & Sauro, 2017). In general, Microsoft Word provides a simple way for peers to provide feedback.

There are several previous researches about the use of Microsoft Word in peer feedback. The first research was conducted by Pricilia Yulanda dan Penelitian Mahasiswa Indonesia (2023) This research focuses on using Microsoft 365 to enhance students' writing. The main objectives of this research are to portray the positive and negative impacts of the use of Microsoft Word. The second study was conducted by Abuseileek and Abualsha'r (2014) . This research is not specifically mentioning the use of Microsoft Word as a tool in the title, but it mentions the use of computer-mediated. In fact, this research used one of the Microsoft Word features, "track changes." This feature is compared to recast feedback. Microsoft Word 2010 is used in this research. Salehi and Amiri (2019), who focused on investigating the effect of using Microsoft Office Word, grammar knowledge, and attitude toward the use of grammar knowledge. It was quantitative research that emphasized quasi-experimental research.

Considering the description and theories mentioned above, the researcher wanted to depict deeply the implementation of Microsoft Word as peer feedback tools in students' writing. Students can optimize the use of Microsoft Word's features, such as the commenting tool, comparison tool, word count, and grammar check; when conducting peer feedback. They are different features used by previous research. This research also focused on a large sample of students so that it could help in generalizing the findings to a wider population. Thus, there is no research on how the utilization of Microsoft Words tool for getting effective feedback affects third semester students.

METHOD

The focus of this research is qualitative research. Qualitative research, according to Ary et al. (2018) is concerned with data that is presented as words or images as opposed to numbers and statistics. Furthermore, a specific set of research methods can be utilized in qualitative research to thoroughly examine people's experiences, such as life histories, biographies, in-depth interviews, focus groups, observations, content analysis, and visual approaches (Hennink et al., 2020). Case studies are one of the qualitative research types used in this study. According to Creswell and Creswell (2007), a case study is a qualitative research method in which a researcher looks at one or more limited systems throughout time in the actual world.

In qualitative research, sampling refers to the practice of selecting individuals or locations that are equally important. Qualitative researchers cannot possibly

perceive every aspect of the group or location that might be relevant to the problem under investigation. While they might try to compile a sample of observations, they believe to be representative of everything they could discover, this is typically not random Ary et al. (2018). In addition, the researcher used purposive sampling. Purposive sampling is familiar as judgmental or selective sampling, since the researcher specifically select participants based on their trait Nikolopoulou (2022). Thus, the participant of this research is 3rd semester students of English education study program in UIN Raden Intan Lampung which enroll paragraph writing class.

Observations and document analysis were used to collect the data in this research. Observation is influential tool in qualitative research, providing a distinct perspective on the participants' experiences and the natural world Ligre (2024). This research used observation checklist to visualize students' activity in using Microsoft word for peer feedback. It has been done steps by steps. Moreover, document analysis functioned analyzing remaining documents like diaries, letters, or social media post to comprehend experiences and perception (Armstrong, 2022). This research focused on analyzing the document form syllabi, lesson plans, artifacts, and peer feedback checklists.

Qualitative data analysis is the process of gathering, arranging, and analysing qualitative data in order to interpret it. Qualitative data is not quantitative and is unstructured. Text-based resources like open-ended survey questions and user interviews are frequently referred to as qualitative data, even if photos, video, and music are also regarded as such (Dye ,2024). The usage of data analysis steps was the main emphasis of this study. Gathering and collecting data, organizing and connecting the data, analysing the data for insights, and reporting on the insights gleaned from the study are the five traditional processes in the qualitative data analysis process. The researcher gathered the data from observation checklist and document analysis. Then, the researcher reported the procedure of utilizing Microsoft Words during peer feedback session. The students' activities were cross-checked and validated by document analysis.

RESULTS AND DISCUSSION

The major findings of the research are the result of observation and documents analysis. The following is implementation peer feedback using Microsoft Words' features during students' revision in paragraph writing class.

Table 1 Result of Observation

Steps	Descriptions
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<p>Preparation:</p> <ol style="list-style-type: none"> 1. The students are provided with clear instruction. 2. The students are ensured to be familiar with the rubric or criteria for peer feedback. 3. The lecturer ensures that the students have completed their writing. 	<p>In the preparation step of peer feedback, the lecturer provided the clear instructions and expectations for the peer feedback process. This includes the evaluation criteria that focus on part of a paragraph. The lecturer explained it in detail in a class.</p>
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The students are given the peer feedback worksheet so that they are familiar with the criteria. The students are given a time to examine it carefully. Therefore, the lecturer uploaded the worksheet in WA group.

The students are checked to see if they have finished writing their own paragraph in Microsoft word. At last, every student sent their writing to their peer. Furthermore, the peer can access the writing in Microsoft word.

<p>During Feedback:</p> <ol style="list-style-type: none"> 1. The students are assigned in pairs to review each other's work. 2. The students are acknowledged their strength of writing. 3. The students offer a clear suggestion. 4. The students evaluate the result of feedback. 	<p>The lecturer assigned the pairs of students to do peer feedback. In addition, the pairs list has been uploaded to the WA group so that the students can easily in knowing their peers.</p> <p>The lecturer explained that in doing peer feedback, the peer should focus on the writing that would be checked. On the other hand, the peer is not allowed to take a look at their own writing. In fact, there are several students who still focus on their own writing. This situation disturbs the process of giving feedback.</p>
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The students started to give clear suggestion or feedback. The students focus on checking the part of paragraph, such as the format of title, the content of main idea, the numbers of supporting sentences

and their coherence, and the transition signal in conclusion. The peer ensured that the conclusion was suitable for the topic of the paragraph. In this important step, the peer has to be familiar with Microsoft word's features. This includes, track changes, commenting tool, a grammar check, and collaboration tools. Moreover, The students started to click the track changes and found the commenting tool box. The students wrote their feedback in comment box. It depends on their peer mistakes or errors. Thus, the students save their file so that it can be shared with their peer.

Doing peer feedback in Microsoft word is their first experience. Some students were not familiar with the features provided by the tool. On the other hand, the lecturer has explained about the tool's feature at the beginning. The students still felt confused, then ask for their friends. Then, after a few minutes the students can access comment box in Microsoft word.

At last, the students have to evaluate the feedback that has been put in their peer paragraph. Unfortunately, they looked surprisingly that there are many errors made by them.

After Feedback:

1. The students reflect on the feedback as a learning opportunity to identify their writing.

After receiving feedback, the students have to take action to enhance their writing. For instance, they have to integrate the feedback and suggestions provided in Microsoft word. Thus, the students can revise their writing by using the feedback provided.

Besides the result of observation, some documents are used by the researcher in this research. These documents will be shown below.

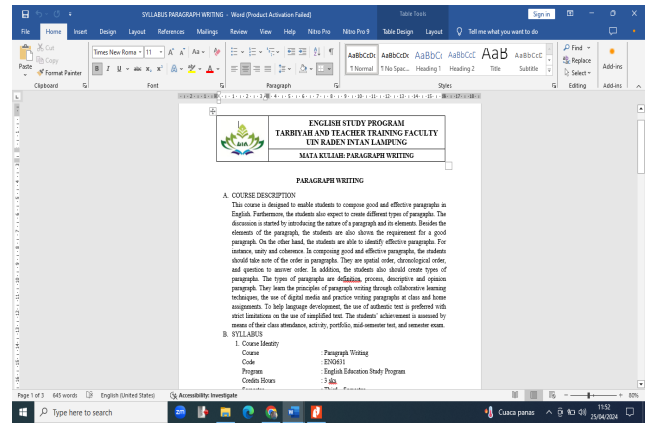


Figure 1. Syllabus Paragraph Writing

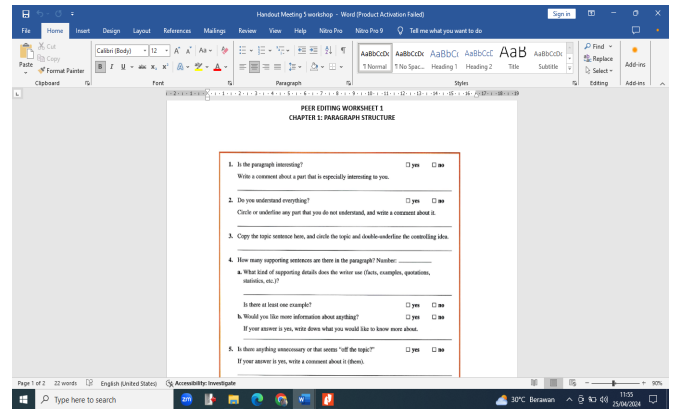


Figure 2. Peer Feedback Worksheet

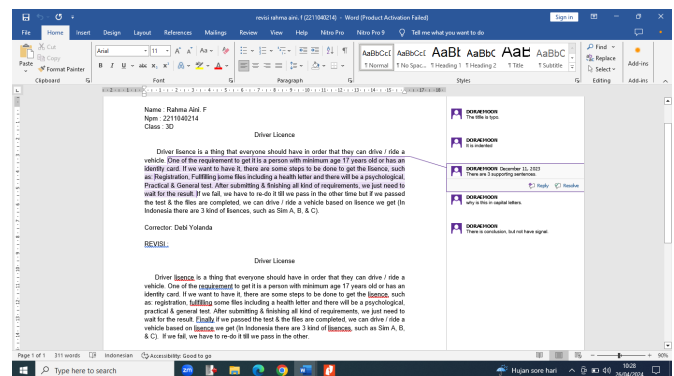


Figure 3. Students' Writing

The process of peer feedback by using Microsoft Word features is reflected in the observation sheet. The result showed that the students often give feedback on their peers' writing. They are also familiar with the instructions provided on the checklist or worksheet. For instance, students should focus on the structure of paragraphs. The structure of the paragraph includes the introduction, body of the paragraph, and conclusion. On the contrary, the use of Microsoft word is their first experience. Several students faced difficulties in accessing the features. Then, after a

few minutes, the students can comprehend the steps for using the comment box in Microsoft word.

The lecturer has explained the steps for accessing Microsoft Word. Technically, Microsoft Word features are easy and simple to use. Team (2014) explained that Microsoft Word features a basic tool function that leaves comments directly on the document and highlight specific areas for feedback. Then, it is clear that the use of Microsoft Word to give feedback is simple. The students just need to mark their peers' writing that needs to be commented on and write it down in the box. Finally, the whole student's success in accessing Microsoft Word and giving their feedback.

Moreover, the results of the document showed several mistakes in the structure of the paragraph. For instance, the format of the title and the transition signal of the conclusion. Fortunately, the number of students' mistakes is low. Most of the students have comprehended the structure paragraph, so they are on the right track. The screenshot shows that the result of peers' feedback can be accessed in the right column of writing in Microsoft Word. Sometimes, there is a Microsoft Word feature that requires clicking to open comments or feedback. In addition, the students can read the feedback provided in the comment box. This can be used as a guideline for revision sessions. Finally, the use of Microsoft Word features, particularly the comment box, is useful for self-reflection and enhancing students' writing. The students were able to revise their writing draft based on feedback form in the comment box. They just need to click the track changes feature. In addition, they found a commenting tool. In the commenting tool, the students can give their feedback. Students can also check their grammar directly using Microsoft Word.

Providing Microsoft words for the students' writing revision appeared enhancing students' writing quality. It has been explained by Pham (2021) that Using Microsoft Office in students' writing revision allows for easy collaboration and feedback exchange among peers. It enables students to provide comments, suggestions, and evaluations of each other's writing, leading to better revisions and improvements in writing quality. In addition, it has been clear that the use of Microsoft word features for giving feedback is extremely beneficial. The peer can receive valuable feedback that can be used in revision sessions. The benefit of giving feedback is also explained by Sackstein (2017) who argues that peer feedback fosters growth. When giving feedback, the giver and receiver follow a reciprocal process. The only peer who has precisely self-awareness can efficiently evaluate peers and offer feedback.

The results of this research provide insight into the possible advantages of incorporating digital tools into peer feedback procedures, especially with regard to raising the caliber and productivity of student writing. The findings show that, in comparison to conventional handwritten or oral feedback methods, Microsoft Word allows for more planned and detailed peer feedback activities. These results complement and extend other researches that looked at the use of technology in learning environments.

The use of digital platforms for peer feedback has been the subject of several prior studies. For instance, Tseng & Yeh (2013) discovered that online peer feedback promoted critical thinking skills and a more involved approach to the revision process. This is consistent with the research's findings, which show how Microsoft Word's features like comments, track changes, and real-time editing gave students the chance to provide more detailed, useful input. In a similar vein, Hermsen et al. (2016) highlighted how digital feedback can help create a dynamic atmosphere that inspires students to go over their work again and again. This is supported by the current research, which shows that students who use Microsoft Word for revision engage in the process more deeply and produce revisions of greater quality.

Nonetheless, this research discovered that Microsoft Word's structured interface helped mitigate this problem. While other research, such as that of Yang & Meng (2013), noted that digital feedback can occasionally overwhelm students owing to the volume of comments, our research found the opposite. Instead of feeling overloaded with information, students were able to navigate the feedback more effectively and concentrated on particular remarks and adjustments. This discrepancy could be explained by Microsoft Word's intuitive user interface, which arranges feedback in a more readable manner than other digital platforms.

Additionally, the study's findings are consistent with the feedback model put forth by Nicol & MacFarlane-Dick (2006), which highlighted the value of feedback as a conversation as opposed to a one-way exchange of information. This approach is supported by Microsoft Word's digital features, which facilitate constant idea sharing and advancement. Better learning outcomes are eventually promoted by the opportunity to provide and receive feedback several times inside a single document, which supports the iterative nature of writing and revision.

In summary, this research adds to the expanding corpus of knowledge about the application of digital tools in education, especially when it comes to peer feedback. The research supports the notion that digital platforms like Microsoft Word can improve the feedback process, resulting in more fruitful writing revisions and richer learning experiences, by comparing the results with earlier

research and placing them within pertinent theoretical frameworks.

CONCLUSION

Integrating Microsoft Word into peer feedback activities can improve the quality and efficiency of feedback in students' writing processes. By leveraging Microsoft Word's features, such as track changes, comment boxes, and grammar checks, students can participate in a more collaborative and creative feedback discussion. A lecturer can motivate the use of Microsoft Word for peer feedback to enhance the culture of continuous development and learning among students. They can participate in meaningful discussions and cultivate a feedback-friendly environment. From the description above, researchers can conclude that this research is extremely important to be developed. There are still a small number of lecturers who have used the Microsoft Word feature as a peer feedback tool. In addition, this tool is easy to implement for giving feedback. Furthermore, even though it has been demonstrated that using Microsoft Word improves the quality of feedback, more investigation is required to determine how these tools impact students' long-term writing abilities and whether comparable outcomes can be seen in other educational contexts or with alternative digital tools.

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