AN ANALYSIS OF ONLINE PEER FEEDBACKS TOWARDS VLOGS

OF SPEAKING A STUDENTS

A THESIS

Shafira Anggie I. / 1213016059

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY
2020

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In Partial Fulfillment of the Requirements for
the Bachelor of Education Degree in
English Language Teaching

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM FACULTY OF
TEACHER TRAINING AND EDUCATION WIDYA MANDALA SURABAYA
CATHOLIC UNIVERSITY
2020**

APPROVAL SHEET (I)

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ACKNOWLEDGEMENTS

Foremost, I would like to express my deepest grateful to Allah SWT. for the blessing and guidance that I was able to finish my thesis entitled *An Analysis of Online Peer Feedback towards Vlogs of Speaking A Students.* I also would like extend my sincere thanks to these people for their valuable support for me in writing my thesis:

1. Drs. Y.G. Harto Pramono, Ph.D., my thesis advisor who convincingly guided, encouraged, and spent some time for me to finalize this thesis.
2. Priska Pramastiwi, M.A., my lecturer who inspired me for giving ideas in the first place, believed in me to handle this superb thesis.
3. Drs. B. Himawan S.W., M.Hum, my examiner who gave better input in making this thesis.
4. Andrias Tri Susanto, M.A., my examiner who gave useful advices to make this thesis better.
5. Hady Sutris Winarlim, M.Sc., Head of English Language Education Study Program who has tirelessly helped the countless time to encourage all students to finish thesis on time.
6. My family who has supported and prayed endlessly for my success.
7. My junior high school mates; Dyah Ayu, Indyna A., Miko, Septian H., Alicia J.,and Fepriliansyah "Mbah" who always believe in me being able to finish thesis splendidly.
8. My college mates; Benedicta "Ben" A., Maria "Mele" S., Helena "Elen" N., Hansel R., Jessica V., who have been supporting and helping each other no matter how hard the situations are.
9. The lecturers of the English Language Education Study Program of Widya Mandala Surabaya Catholic University for their guidance, advice, support and help during my studies at this university.
10. The administration staff of the Faculty of Teacher Training and Education who have supported me in finishing my thesis.

Finally, I would like to thank those whose names cannot be mentioned in this list. I truly appreciate all the guidance, cooperation, time, and chance given which are really priceless for me to broaden my knowledge and enable me to complete this thesis as it should be.

SAI

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ABSTRACT

Indriawan, Shafira Anggie. 2020. An Analysis of Online Peer Feedback towards *Vlogs* of Speaking A Students.

Thesis, Program Studi Pendidikan Bahasa Inggris, FKIP. Universitas Katolik Widya Mandala, Surabaya

Advisor: Drs. Y.G. Harto Pramono, Ph.D.

Keywords: Feedback, peer feedback, Speaking A, video blog (*vlog*), online peer feedback

This study was aimed at analyzing online comments/feedbacks made by peers towards the *Vlogs* of the students attending Speaking A course. More specifically, the peer comments/ feedbacks were analyzed to explore: (a) what aspects of *Vlogs* the pers commonly evaluated as online peer comments/feedbacks through the *Schoology* comment section and (b) how peers applied Sandwich method on their comments/feedbacks. The analysis was based on 6 aspects of *Vlogs* as suggested by Harley and Fitzpatrick's (2009) (i.e., "use of physical setting or layout", "manipulation of physical objects", "body movement", "video production techniques", "speech and vocal gestures", and "other sounds"), based on teacher's guideline (Sandwich method, i.e., compliment-critique-compliment). The data were collected from 66 students attending Speaking A course at English Language Education Study Program of a private university in Surabaya. There were 525 online peer comments/feedbacks evaluating the *Vlogs* made by the students. Results showed that among 525 comments, the majority (41.14%) of the comments were concerned with 'speech and vocal gesture' and 'body movement'

(28.76%), whereas the minority was concerned with 'manipulation of physical objects' (3.05%). With regard to the number of aspects of comments and the percentage of peers giving comments, it was found that the majority (39.39%) of peers gave comments on 2 aspects and 30.30% on 3 aspects, and the least (4.5%) on 5 aspects. None of them gave 6 aspects in their comments. Furthermore, about how consistently each peer gave comments in respect with the number of aspects of each individual *Vlog*, the result showed that none of the peers were concerned with giving consistent number of aspects in their comments for each individual *Vlogs*. Finally, concerning how Sandwich method was applied by peers in giving comments, it was found that the number of peers who applied the method consistently and those who applied it inconsistently was almost balanced (50% and 46.97% respectively), and the rest which was quite few (3.03%) did not apply the method at all. These findings suggest that giving comments/feedbacks should consider the aspects to be commented consistently for each

individual *Vlog* and also the method to be applied consistently. Implications in improving peer comments/feedbacks and in giving instructions on how to give good comments/feedbacks are discussed.