

UNIVERSITI TEKNOLOGI MARA

**THE USE OF ONLINE PEER
FEEDBACK IN THE ESL WRITING OF UITM
PULAU PINANG DIPLOMA STUDENTS**

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Dissertation submitted in partial fulfillment of the requirements
for the degree of
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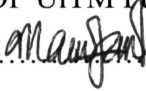
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AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

The use of online collaborative learning has been widely used by educators in teaching and learning practices. The study investigated the responses of UiTM Pulau Pinang diploma students towards the use of online peer feedback in ESL writing. The study aimed to investigate the students' perspectives on using online collaborative writing in writing an essay, to examine the students' perceptions towards the usefulness of the features of Google Docs in online collaborative writing, to determine to what extent the students engage actively in providing online peer feedback on their peers' essays and to identify the students' insights about their confidence in essay writing after using online peer feedback through online collaborative writing. Mixed-methods research design was employed for this study. A total of 65 students were selected as the sample of this study. Three techniques were used for data collection, which were questionnaires, semi-structured interviews and online activity logs. The quantitative data were analysed by using SPSS 22.0, the interview transcripts were sorted by codes and themes, and the online activity logs were analysed according to the rubrics for Criteria for Assessing Quality in Online Discussion Forums by Nandi, Chang and Balbo (2012). It was found that ESL writers had positive perceptions towards the use of online collaborative writing and they participated actively in online discussions. Generally, the findings of the study highlighted the vast potentials of Web 2.0 technology in education to foster collaboration among ESL students in ESL writing. The findings could give further insights to policymakers, researchers, fellow academicians and pre-service teachers on the prospects of blended learning in diverse fields of education in Malaysia.

ABSTRAK

Pembelajaran secara kolaboratif atas talian merupakan antara mekanisme pengajaran yang kian mendapat tempat dalam kalangan pengamal pendidikan. Kajian ini akan meneliti persepsi pelajar terhadap penggunaan pembelajaran kolaboratif atas talian. Justeru, bagi mencapai tujuan ini, terdapat objektif kajian iaitu untuk mengkaji tentang penerimaan pelajar ESL terhadap penggunaan pembelajaran secara kolaboratif atas talian, penerimaan pelajar ESL terhadap ciri-ciri yang terdapat di dalam Google Docs semasa menggunakan pembelajaran secara kolaboratif atas talian, sejauh mana pelajar melibatkan diri dengan perbincangan atas talian berkaitan penulisan karangan, dan juga penggunaan pembelajaran secara kolaboratif atas talian bagi membantu pembinaan keyakinan diri pelajar dalam penulisan karangan. Kajian ini menggunakan rekabentuk penyelidikan kualitatif dan kuantitatif bagi menjawab keempat-empat persoalan kajian. Seramai 65 orang pelajar dilibatkan sebagai sampel kajian. Proses pengumpulan data dalam kajian ini menggunakan tiga teknik iaitu penggunaan survey, temu bual dan log aktiviti. Dapatan kajian dianalisis menggunakan perisian SPSS 22.0, koding dan pembinaan tema bagi dapatan kajian kualitatif, dan analisis menggunakan rubrik bagi kriteria untuk penaksiran kualiti dalam diskusi forum oleh Nandi, Chang dan Balbo (2012) bagi log aktiviti pelajar. Dapatan kajian menunjukkan bahawa penglibatan pelajar ESL dalam pembelajaran kolaboratif atas talian adalah positif dan terlibat secara aktif dalam perbincangan atas talian. Secara keseluruhannya, dapatan kajian ini tertumpu kepada potensi teknologi Web 2.0 dalam pendidikan untuk membolehkan kolaborasi di kalangan pelajar ESL bagi penulisan ESL. Dapatan kajian ini juga dapat memberikan pemahaman lanjut kepada para penggubal polisi, para penyelidik, para pendidik dan para guru pelatih berkaitan dengan prospek pembelajaran secara campuran dalam pelbagai cabang pendidikan di Malaysia