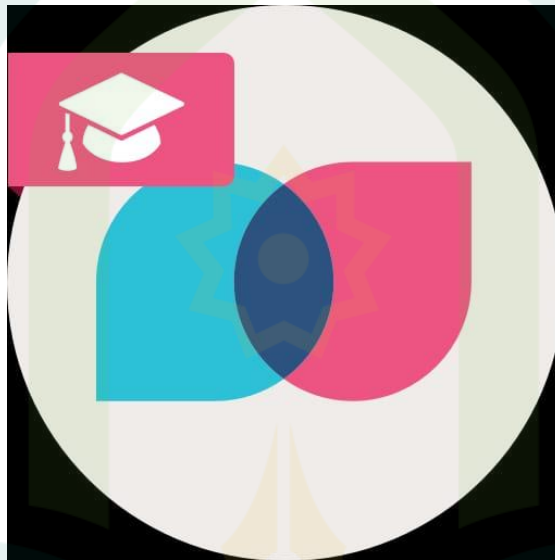




**EXPLORING PEER FEEDBACK IN
STUDENTS' WRITING EXPERIENCES
WITH TANDEM : A NARRATIVE STUDY**



INDAH ANI ADQIYAH
SN. 2521021

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A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education



By :

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**ENGLISH EDUCATION DEPARTMENT
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Pekalongan, 16 Oktober 2025

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya.

Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 10 November 2025
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ACKNOWLEDGEMENTS

All praise and gratitude be to Allah SWT, the Source of all knowledge and strength, whose guidance has enabled the completion of this thesis titled "Exploring Peer Feedback In Students' Writing Experiences With Tandem : Narrative Study". Blessings and peace be upon the Prophet Muhammad SAW, whose perseverance in seeking knowledge continues to inspire. This thesis is a testament to a journey marked by challenges, tears, and laughs a journey made possible only through the unwavering support, prayers, and encouragement of cherished individuals.

With deepest sincerity, the author extends gratitude to:

1. My beloved family:

- My Mother, Waidah, a true hero in my life. Every ceaseless prayer, even in the quietest hours of the night, and every sacrifice you've made for my education has been an immeasurable strength. You are my anchor in every storm, a selfless love that means everything to me in every phase of my life.
- My Father, Ikhyarudin (Almarhum), who now watches over me from heaven. Though your physical presence is gone, your wisdom and prayers remain a warm, comforting embrace. You will forever hold a special place in my heart, always on the front line when I face difficulties. Now, your daughter has completed the education you dreamed of. My love for you, Father, will never fade.
- To Mas Ufad, Mas Anam, and Mbak Ita, my siblings and trusted confidants. Your financial support, laughter, and encouragement have been truly meaningful and invaluable. May Allah S.W.T. reward all your kindness and efforts for me many times over. Your presence is the most beautiful blessing in my life.

2. To My Thesis Supervisor

- Mr. Dr. M. Ali Ghufon, M.Pd., my highly dedicated thesis supervisor. I appreciate your patience, detailed and meticulous guidance, and constructive criticism amidst your busy schedule.

Your direction and input have been constructive and significant in every step of completing this thesis.

3. To My Cherished Friends

- To my dearest friends, Alfina, Fifi, Merlinda, and Lala, thank you for your unfading support since the beginning of college until now. Your endless enthusiasm and motivation to continue learning, plus your presence in every phase of my college life, means a lot to me. I appreciate the friendship, enthusiasm, attention, and sincerity that you have given me. Thank you for everything that you have given me. Thank you for the support and positive motivation that you have always given me, especially when you accompanied me from the beginning of college until my thesis period. The happiness, laughter, and jokes that we have gone through together are truly unforgettable and will always be imprinted in my heart.

4. Last but not least, i wanna thank me I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, I wanna thank me for always being a giver and trying give more than I receive, I wanna thank me for trying do more right than wrong, I wanna thank me for jus being me at all times.

5. To all lecturers and employees of UIN Gusdur Pekalongan, thank you for all the guidance and kindness that has been given.

6. To All Participants

A big thank you to all participants who have taken the time to answer questions, helping to perfect the contents of this thesis.

This thesis is still far from perfect, but behind its shortcomings there are many lessons and infinite gratitude. Hopefully this thesis can be a simple contribution to educational science, especially in understanding the use of Tandem application.

MOTTO

*" The best and most beautiful things in the world
cannot be seen or even touched - they must be felt
with the heart."*

Helen Keller

*"Success is not final, failure is not fatal: it is the
courage to continue that counts."*

Winston Churchill

*" The best way to get started is to quit talking and
begin doing."*

Walt Disney

*"Everything will be all right in the end. If it's not all
right, then it's not yet the end.."*

Dev Patel

ABSTRAK

Keterbatasan kosa kata, rendahnya motivasi, dan kurangnya kesempatan praktik menulis merupakan tantangan utama yang dihadapi pelajar Indonesia dalam mengembangkan keterampilan menulis bahasa Inggris. Penelitian ini bertujuan untuk mengeksplorasi bagaimana pengalaman siswa menggunakan aplikasi tandem dapat memfasilitasi keterampilan menulis siswa melalui interaksi peer feedback real-time dengan penutur asli. Metode penelitian yang digunakan adalah kualitatif dengan pendekatan naratif. Tiga partisipan dari universitas Islam di Pekalongan, Jawa Tengah, terlibat dalam wawancara semi-terstruktur untuk mengumpulkan data. Analisis data dilakukan menggunakan analisis tematik enam tahap Braun dan Clarke (2006) serta pengecekan anggota untuk memastikan keandalan temuan. Kerangka konsep yang digunakan mengacu pada siklus belajar empat tahap Kolb's (2014), meliputi pengalaman konkret, observasi-refleksi, konseptualisasi abstrak, dan eksperimentasi aktif. Temuannya Adalah selama penggunaan Tandem aplikasi untuk keterampilan menulis, siswa merasa terbantu dan merasa senang dengan penggunaan aplikasi tersebut, namun beberapa siswa memiliki kendala antara lain tidak menguasai kosakata dan masih terkendala tata Bahasa Ketika menulis. Penelitian ini menunjukkan bahwa penggunaan aplikasi Tandem dapat meningkatkan motivasi dan keterampilan menulis bahasa Inggris siswa melalui interaksi umpan balik sebaya secara real-time dengan penutur asli, sehingga aplikasi ini dapat menjadi media pembelajaran yang efektif untuk praktik menulis interaktif dan perbaikan kosakata serta tata bahasa secara langsung.

Kata kunci: *Keterampilan Menulis, Pengalaman Belajar, Studi Naratif Kualitatif, Umpan Balik Sebaya*

ABSTRACT

Limited vocabulary, low motivation, and a lack of opportunities for writing practice are major challenges faced by Indonesian learners in developing their English writing skills. This study aims to explore how students' experiences using Tandem application can facilitate their writing skills through real-time peer feedback interaction with native speakers. The research employs a qualitative narrative approach. Three participants from an Islamic university in Pekalongan, Central Java, participated in semi-structured interviews to collect data. Data were analyzed using Braun and Clarke's (2006) six-phase thematic analysis, accompanied by member checking to ensure the reliability of the findings. The conceptual framework refers to Kolb's (2014) four-stage learning cycle, encompassing concrete experience, reflective observation, abstract conceptualization, and active experimentation. The study exploring that using Tandem application can motivation and encourage writing skills through peer feedback mechanisms and interactive practice. The findings revealed that during the use of Tandem application for writing skill development, students felt supported and reported positive experiences with the application. Nonetheless, several students encountered obstacles, such as restricted language proficiency and persistent issues with grammatical precision in their writing. This research shows that the use of Tandem application can encourage students' motivation and English writing skills through real-time peer feedback interaction with native speakers, making this application an effective learning medium for interactive writing practice and direct improvement of vocabulary and grammar.

Keywords: *Writing Skills, Learning Experiences, Qualitative Narrative Study, Peer Feedback*

PREFACE

Praises and gratefulness are sent to Allah SWT, who has poured His grace and bestowed upon me guidance, health, and patience, enabling the completion of my thesis entitled “Exploring Peer Feedback In Students’ Writing Experiences With Tandem: A Narrative Study.” This thesis is submitted to the English Education Department at UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements for the Sarjana Pendidikan Degree in the Faculty of Education and Teacher Training.

The journey of writing this thesis has been both challenging and rewarding, and it would not have been possible without the support of many individuals. I would like to express my sincere gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., Chancellor of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Muhlisin, M.Ag., Dean of the Faculty Education and Teacher Training at UIN K.H. Abdurrahman Wahid Pekalongan.
3. Mr. Ahmad Burhanuddin, M.A., the head of the English Education Department and Faculty of Teacher Training, for his leadership and encouragement.
4. Mr. Dr. M. Ali Ghufroon, M.Pd., my supervisor, whose invaluable suggestions, guidance, and time have greatly contributed to the development of this research.
5. All lecturers and staff of the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, for their continuous support, knowledge, and information throughout my studies.

6. My beloved parents, whose endless support, prayers, advice, and encouragement have been my foundation during this process.
7. My dearest friends, who have shared this journey with me from the very beginning, providing camaraderie and motivation.

I hope that this thesis can contribute to a better understanding of how Tandem application supports the development of students' writing skills and serve as a useful reference for future research in language learning and digital education.

Pekalongan, 16 Oktober 2025



Indah Ani Adqiyah

TABLE OF CONTENTS

COVER.....	i
SURAT PERNYATAAN KEASLIAN SKRIPSI.....	ii
NOTA PEMBIMBING	iii
APPROVAL SHEET	iv
ACKNOWLEDGEMENTS	v
MOTTO.....	vii
ABSTRAK.....	viii
ABSTRACT	ix
PREFACE	x
TABLE OF CONTENTS	xii
CHAPTER I	1
INTRODUCTION	1
1.1 Background	1
1.2 Formulation of the Problem.....	4
1.3 Operational Definition.....	4
1.4 Aims of the Study	5
1.5 Significance of the Research	5
CHAPTER II	7
LITERATURE REVIEW	7
2.1 Theoretical Framework.....	7
2.1.1 Experience	7
2.1.2 Writing Skills	14
2.1.3 Peer Feedback and Assessment	15
2.2 Previous Studies	17
2.3 Conceptual Framework.....	21
CHAPTER III.....	22
RESEARCH METHODOLOGY	22
3.1 Research Design	22
3.2 Research Setting and Participants	22
3.3 Data Collection	23
3.4 Data Trustworthiness	23
3.5 Data Analysis.....	24

3.6 Research Steps.....	25
CHAPTER IV	27
FINDINGS AND DISCUSSION	27
4.1 Findings.....	27
4.1.1 Students’ Experiences of peer feedback using Tandem for Writing Skills.....	27
4.2 Discussion	40
4.2.1 Students’ Experiences of peer feedback using Tandem for Writing Skills.....	41
CHAPTER V	52
CONCLUSION	52
5.1 Summary of The Findings.....	52
5.2 Recommendation	52
REFERENCES	54
ENCLOSURE	59



CHAPTER I

INTRODUCTION

1.1 Background

Writing skills constitute a fundamental component in foreign language acquisition, particularly English as a global medium of communication. Hyland (2019) highlights that proficiency in writing is essential not only for academic purposes, such as essays, reports, and coursework, but also for everyday communication through emails, messages, and social media platforms. Effective writing necessitates the logical organization of ideas, the selection of appropriate vocabulary, and the construction of grammatically accurate sentences to convey messages clearly and precisely (Harmer, 2004; Lander, 1995). In an increasingly interconnected world, these skills enable learners to participate in authentic interactions, thereby facilitating personal expression and professional opportunities. Given that English proficiency is a crucial asset in the global context, mastery of writing empowers individuals to navigate diverse linguistic landscapes effectively.

Despite its importance, many students' encounter significant challenges in developing their writing competence. Among these challenges are limited vocabulary, low motivation, and a lack of confidence in coherently expressing ideas (Jubhari et al., 2022; Kenta & Bosha, 2019). Furthermore, the scarcity of intensive writing practice opportunities and constructive feedback exacerbates these issues, thereby impeding students' advancement in enhancing content quality, structural organization, and grammatical accuracy (Ferris, 2003; Graham & Perin, 2007). External factors, such as time constraints resulting from academic pressures and competing priorities, further restrict the allocated time for writing activities. Moreover, unsupportive environments both at home and school inhibit the creation of conducive spaces for skill development and experimentation. Consequently, these obstacles often culminate in frustrating learning experiences which diminish motivation and

hinder sustained growth in writing proficiency (Graham & Perin, 2007).

Addressing these pervasive challenges requires innovative pedagogical strategies that emphasize active, interactive, and learner-centered approaches (Hyland, 2019). According to Topping (1998), peer feedback stands out among such strategies as an effective tool for writing development. This method engages learners in reviewing and critically evaluating each other's work, thus promoting critical thinking, reinforcing understanding of writing conventions, and fostering self-reflection. The reciprocal nature of peer feedback enhances learners' abilities to detect errors and revise their work, while also increasing motivation and autonomy, factors critical to successful language acquisition (Hyland & Hyland, 2006; Jiang & Ribeiro, 2017; Liu & Carless, 2006). Nonetheless, the effectiveness of peer feedback may be compromised by variability in students' acceptance; Lee (2008) notes that some learners may resist constructive criticism due to cultural sensitivities or fear of negative judgment, which can undermine the benefits of peer assessment. In response to these challenges, digital technologies offer transformative solutions by broadening opportunities for feedback beyond the conventional classroom setting, enabling flexible, real-time interactions that mitigate traditional limitations related to time and access (Bonsu, 2018).

In the current digital era, language exchange applications such as Tandem exemplify promising integrations of technology and peer feedback mechanisms to enhance writing skills. Tandem (2023) facilitates authentic writing practice within contextually meaningful scenarios by connecting users globally with native or proficient speakers through text-based chats, audio calls, and video sessions. These interactions allow users to exchange messages, receive immediate corrections on grammatical, lexical, and stylistic aspects, and participate in reciprocal feedback cycles which simulate real-world communication (Thorne, 2017). By overcoming geographical and temporal barriers, Tandem provides an immersive linguistic

environment conducive to iterative revision and collaborative learning. In addition to democratizing access to native linguistic input, the platform fosters a sense of community where peer interactions contribute to increased learner confidence and enhanced writing skills through practical application (Hyland & Hyland, 2006).

Students' experiences with Tandem frequently illuminate the nuanced role of peer feedback in shaping their writing development. Bonsu (2018) illustrates that platform features, such as continuous chat dialogues, mirror everyday writing tasks, including email composition and social media postings, whereas audio and video functionalities add layers of contextualized feedback. In non-native English contexts such as Indonesia, where opportunities for direct interaction with native speakers are limited, Tandem bridges this gap by facilitating culturally diverse exchanges which enrich learners' writing perspectives (Jubhari et al., 2022). Despite these advantages, challenges persist, such as digital divides, varied engagement levels, and students' need to navigate sensitivities inherent in asynchronous feedback interactions. Costantino (2001) argue that narrative research are particularly for exploring these experiences, as emphasize personal stories and participant reflections, thereby revealing how peer feedback influences writing processes over time.

Although language exchange applications like Tandem have witnessed increased adoption in EFL settings, extant studies predominantly focus on peer feedback within traditional classroom contexts or broadly address digital tools for language learning, without deeply exploring the specific narratives surrounding platforms like Tandem. (Hyland, 2019; Kenta & Bosha, 2019), and Thorne (2017) observe that this represents a critical gap in understanding how Indonesian students' get benefits from peer interactions mediated through Tandem, particularly in overcoming challenges related to writing skills. This study seeks to explore Indonesian students' experiences of peer feedback mediated by Tandem. Through illuminating these personal accounts, the current research aims to inform pedagogical strategies tailored to harness

digital platforms for more effective writing instruction, ultimately encouraging learner outcomes in diverse educational contexts.

1.2 Formulation of the Problem

This study is to answer the following question : “ How do students’ experiences of peer feedback using Tandem application for their writing skills?”

1.3 Operational Definition

To avoid difficulties, the term used in this research is researcher offers several definitions related to research as follows:

1. Writing Skills

Writing skills is the students’ ability to express ideas and information in writing with good structure, use of appropriate grammar, and selection of appropriate vocabulary (Carluccio & Rubakova, 2019).

2. Learning Experience

Experiential learning involves high student engagement. According to Kolb’s (2014), learning is a cycle that starts with experience, continues through reflection, and leads to action, which then becomes a new experience for further reflection and learning Kolb’s (2014).

3. Tandem Application

Tandem application is an online language exchange platform that connects language learners with native speakers, helping students’ encourage their English writing skills in addition to conversational abilities. By providing a large community of language learners, Tandem enables users to practice writing through real-time chat, receive immediate feedback, and engage in authentic written communication with native speakers. Many members of Tandem community seek to enhance their writing proficiency by exchanging messages and correcting each other's texts, which supports the development of vocabulary, grammar, and overall writing accuracy. Therefore, Tandem serves as an excellent platform for practicing and improving writing skills in a meaningful and interactive context (Tandem, 2023).

4. Peer Feedback

Peer Feedback is a giving feedback on each other's work, students' participate in mutual learning and develop a greater awareness and respect for the experiences and viewpoints of their peers (van Popta et al., 2017).

5. Narrative Study

A This study employs narrative analysis as a qualitative methodology based on Pham (2024), integrating thematic analysis, discourse analysis, and narrative writing techniques. Thematic analysis is conducted to systematically identify and classify prominent patterns and themes present in the narrative data collected from students' interactions with Tandem application. Discourse analysis is utilized to investigate the use of language within the social context of English language learning, focusing especially on the progression of writing skills. Narrative writing is employed to reconstruct and articulate students' lived experiences in a detailed and holistic manner, thus capturing the nuances of motivation, engagement, and peer feedback during real-time exchanges with native speakers.

1.4 Aims of the Study

This study aims to analyze how Tandem application facilitates students' in encouraging their English writing skills by promoting the expression of ideas, sentence structuring, and students' experiences through real-time interactions with native speakers via text. Furthermore, this research investigates students' motivation and engagement, as well as the role of peer feedback in fostering self-reflection and mastery of writing conventions.

1.5 Significance of the Research

1. Theoretical Use

This research provides Tandem promising role in empowering students' to become more proficient and creative writers.

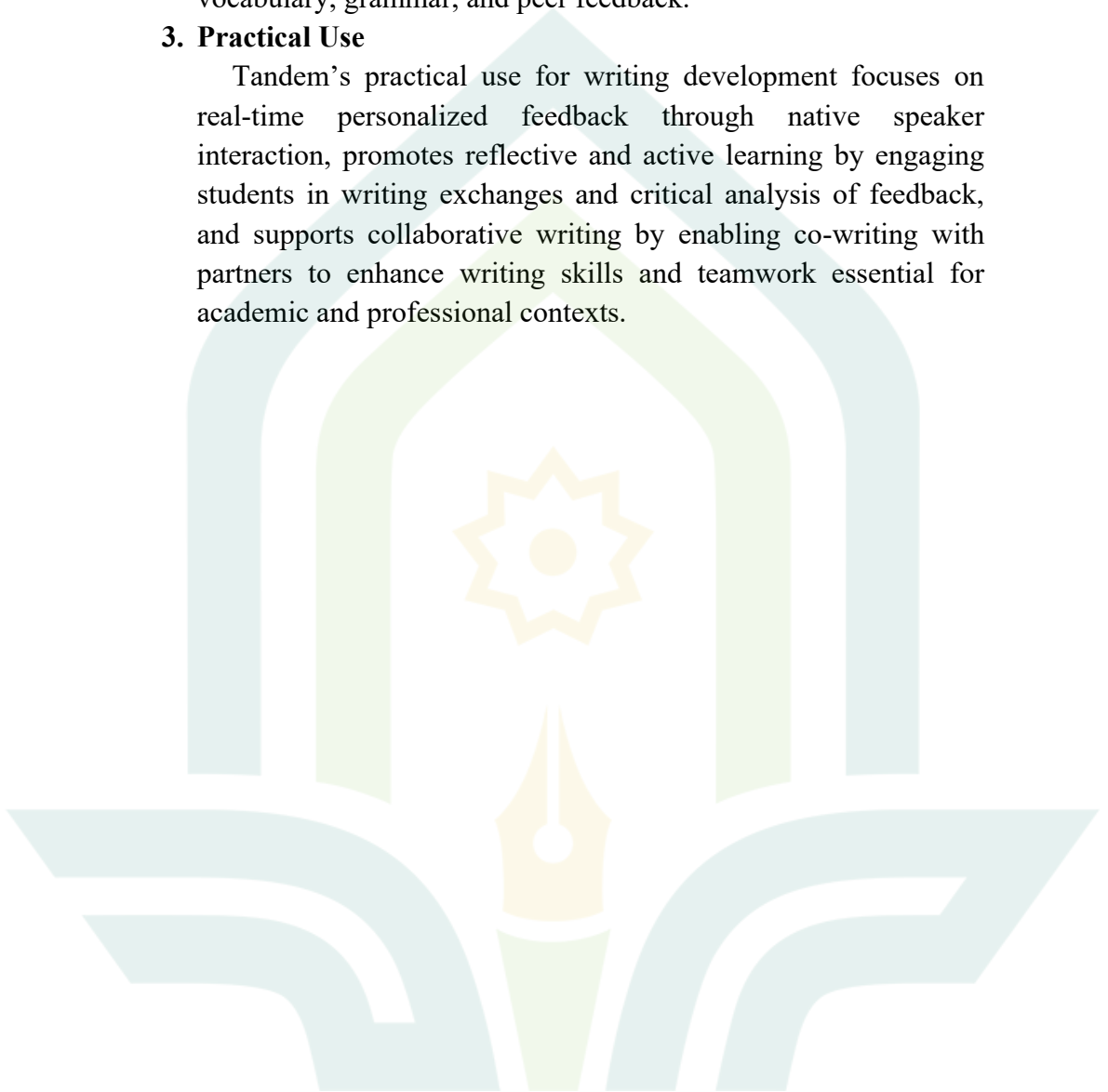
2. Empirical Use

This research provides Tandem applications to enhance students' writing abilities leverages modern technology and

cooperative learning to promote mutual learning, student independence, and virtual communication by facilitating interaction with native speakers and providing tools for vocabulary, grammar, and peer feedback.

3. Practical Use

Tandem's practical use for writing development focuses on real-time personalized feedback through native speaker interaction, promotes reflective and active learning by engaging students in writing exchanges and critical analysis of feedback, and supports collaborative writing by enabling co-writing with partners to enhance writing skills and teamwork essential for academic and professional contexts.



CHAPTER V

CONCLUSION

5.1 Summary of The Findings

Based on the findings of the study, it was found that real-time interactions with native speakers significantly increased students' motivation and self-confidence in using English as a second language as key psychological factors essential for sustained language learning. Constructive feedback provided through Tandem application encouraged students' to engage in self-evaluation and foster the development of metacognitive skills in their writing. This process made learners more reflective, flexible, and responsive to feedback, strengthening their ability to encourage independently.

Despite challenges such as limited vocabulary, difficulties in understanding complex feedback, and technical obstacles like unstable internet connections, the students' enthusiasm and commitment were high, demonstrating the considerable potential of Tandem as an adaptive, innovative, and flexible platform for language learning. Theoretically, this study reinforced the relevance of Kolb's (2014) experiential learning theory as a foundational framework, emphasizing how experience, reflection, conceptualization, and active experimentation contribute to effective learning processes. Additionally, peer feedback was confirmed as a critical pedagogical practice supporting technology-based English writing instruction. Tandem application not only facilitated linguistic interaction but also cultivated users' sociocultural awareness and collaborative values, which are essential aspects of modern language learning.

5.2 Recommendation

For future researchers, it is recommended to consider expanding the scope by including a larger and more diverse sample to explore the generalizability of these findings across different students' populations. Additionally, future studies are encouraged to explore deeper sociocultural and psychological dimensions of peer feedback interactions, such as cultural influences on communication styles

and students' motivation dynamics. Longitudinal research tracking students' progress over extended periods is also needed to assess the sustainability of learning gains from using Tandem. Moreover, comparative studies evaluating Tandem along side other digital language learning tools could offer valuable insights into best practices for technology integration in language education. These directions will contribute to refining pedagogical models and technological development, optimizing language learning experiences through digital platforms that support real-time interaction and reflective practice

