CHAPTER I

INTRODUCTION

This chapter consists of eight major parts. There are background of the study, statement of the problem, objective of the study, significance of the study, theoretical framework, assumption, scope and limitation, definition of key terms and organizational of the proposal. Each part is presented as follows.

1.1 Background of the Study

English as an International language becomes more important in the world. In Indonesia, English is considered as a foreign language. Indonesian people rarely use English for daily communication.

English as a language consists of four major skills. There are listening, speaking, reading, and writing. According to Harmer (2004), these are skills that students have to master, especially writing. Being able to write is important for English learners as well as for everyone using his/her first language. It means that writing is very important and it is also the basic skill to communicate with others.

Writing can be used for various purposes such as e-mails, blogs, and chats. It becomes important when people need to communicate because it makes them easy to share information, find new friends and get more knowledge. To produce some well written information, people need to have a good writing skill to make the readers understand what the writers mean.

Writing can be said as the most difficult skill to be mastered. It can be difficult when the students do not have any idea what they will write. The students sometimes do not realize that they make mistake because of the ignorance of words,

grammar, and spelling. Also, it is caused by their lack of the knowledge of language components such as vocabulary and grammar. In order to improve the students' writing ability, feedback is needed for the students to reduce their mistakes in writing. Since writing is considered as the most complex skills that should be mastered by the English learners, students need to get more feedback and the opportunity for revision before submitting their works. Mayukha (2018) states writing feedback will be very important because it can encourage students to concern on their writing weaknesses and help them to improve their writing strengths. For instance, it helps students reflect on their own writing skills including their ability to engage in brainstorming, topic development, sentence construction and paragraph development. Hyland & Hyland (2006) state that feedback has been long regarded as essential for the development of ESL/EFL writing skills, for students motivation and potential for learning.

The most common feedback usually comes from teachers. According to Lewis (2002 in Sembiring, 2017) feedback can be defined as the essential part of the writing process. It is a technique that can encourage students to concern on their writing weaknesses and help them to improve their writing strengths. According to Lyster et. al. (2013 in Gozali, 2018, p.152), "Corrective Feedback is an important form of support by the teachers to the students individually". Teacher feedback can be defined as a process which a teacher communicates with a student about how he/she responded to the students' work one by one. In this process, students see the teacher as the only expert or learning source that can give the best advice and comments to the students' work. However, the teachers usually take more time to

check the students' work one by one while the teachers are usually busy and have many classes to be taught. Since the teachers have limited time to cover lots of material with the big number of students in the class, they use peer feedback as an alternative technique in the writing class.

According to Sultana (2009, p.12), "Peer feedback takes the focus away from the teacher and thus initiates a transfer of roles from the teacher to the learners". Giving feedback to each other' can be the solution for the students for not making the same mistakes in the next writing. The teachers expect that peer feedback will give a better sense to the students to control their own learning. Through peer feedback, the students share or even change their written work with their peers in the classroom in order to get constructive feedback. By obtaining peer feedback, students will make revisions before submitting their final work to the teachers.

There are some previous study that is similar with this study. The first study was done by Rina (2007) who investigated students' perception on peer feedback in writing. The result of this study showed that 89% of the students agreed that peer feedback should be applied in writing class since it gave them some benefits. The second study was done by Mayukha (2018) who investigated students' perception after doing peer review for the first time to assess their Reflective Writing in ELT Course. The result of this study showed that most of the students have positive perceptions toward the implementation of peer review.

Peer feedback gives the benefits for the students, but also some researchers found some negative students' perceptions toward the implementation of peer feedback. The first study was conducted by Carson and Nelson (1996) toward

Chinese ESL. They investigated the students' perceptions of ESL peer response group interaction. The result showed that the students prefer teacher's comment than their peers. They perceived that their peers' comments were sometimes ineffective or unhelpful. The second study was conducted by Yang, Badger & Yu (2006) toward Chinese EFL. They investigated a comparative study of peer and teacher feedback in a Chinese EFL writing class. The result showed that the students used teacher and peer feedback to improve their writing but teacher feedback was more likely to be adopted and led to greater improvements in the writing. The result from those two studies can be concluded that peer feedback does not only have a positive side but also some negative side during its implementation. The students believed that the teacher is the only source of authority for giving the suitable feedback that can give more improvement toward their writing and peer feedback seen as unbeneficial activity.

The researcher expects this study will be useful to have a better understanding about the students' view or perception toward peer feedback since it is applied in writing class. According to the Syllabus of Writing C, the students have to analyze the components of explanation and exposition. Besides the students have to write essay as the part of learning activities, they also have to demonstrate deep understanding of the genre and the language features of explanation and exposition. By the end of Writing C course the students are expected to be able to write coherent exposition and composition in grammatically correct and acceptable English. The teacher initiates to give more knowledge for the students before submitting their

work, the students should do peer feedback, by exchanging and discussing their essay, then revise it based on the feedback obtained from their peers.

However, not all teachers apply it since peer feedback sometimes can be ineffective strategy for teaching writing due to the students' lack of competence to correct or give comment for their peers as proved by previous theories. It also happens in writing class, some lecturers apply peer feedback, but some others do not. It is important to know the students' perception about peer feedback that is applied in writing class. If the results of this study proved that students gained the benefit of peer feedback in the classroom, the teachers can consider to apply it, in order to encourage the students to be more motivated during the class activities to achieve the learning goals. Whereas, the teachers should change the learning strategy, when it revealed that the students see peer feedback as unbeneficial activity to be implemented during the process of the teaching and learning.

In fact studies related to perceptions have been carried out. Students' perceptions on courses they underwent (Tamah, 2013a, b), and on a cooperative learning method they experienced (Wibisono, 2019) have been revealed. Perceptions on peer feedback in writing (Altstaedter, 2014; Kyoko, 2016; Lila, 2018) have also been done. However, the result on how peer feedback was perceived was quite varied as discussed in the previous paragraphs. The researcher is then interested in finding out more about peer feedback in writing.

1.2 Statement of the Problem

Based on the background of the study, the research question is formulated as follows:

What is the English Department students' perception on the use of peer feedback in Academic Writing class?

1.3 Objective of the Study

This study is aimed to find out the English Department students' perception on the use of peer feedback in academic Writing class.

1.4 Significance of the Study

The result of this study can be useful for the coordinator of writing course to consider peer feedback as one of the alternative techniques that can be used in the academic writing class. If the teachers use it and useful, the students can feel the benefits from peer feedback applied in academic writing class.

1.5 Theoretical Framework

This study focuses on finding out the students' perception on the use of peer feedback in Academic Writing Class. The researcher uses theory of perception which comes from Demuth (2013), there are two basics theories which are bottom-up and top-down process. The researcher also uses theory of writing and theory of peer feedback to help the researcher finding out the answer of statement of the problem.

1.6 Assumption

The present study is based on the following assumptions:

1. The students have language components and skills that are sufficient to write papers.

2. The students have perception and not all the students have the same perception on something.

3. It is believed that perception is researchable.

1.7 Scope and Limitation

The scope of this study is the students who took Writing C course in the academic year of 2018/2019. There were three classes of Writing C but it was just one class that applied peer feedback. The researcher chose Writing C because they have already done peer feedback in Writing B course, and also they always do peer feedback in every writing for assignment.

This study focuses on the English Department students' perception on the use of peer feedback that has been done in Writing C class. The researcher chooses peer feedback because the students give feedback that is not based on the scoring rubric given by the teacher. In fact, if they give feedback based on the scoring rubric, it would help the students to know their strength and weakness of their writing.

1.8 Definition of Key Terms

There are some important terms that need to be classified to avoid any misinterpretation in this research. The key terms are presented as follows:

1. Perception

"Perception is the end product of the interaction between stimulus and internal hypotheses, expectations, and knowledge of the observer, while motivation and emotions play an important role in this process". (Demuth, 2013, p.31).

2. Feedback

Feedback is a key component of foreign language writing program around the world, with product, process and genre approaches all employing it as a

central part of their instructional repertoires (Hyland & Hyland, 2006 in Farmawati, 2016).

3. Peer feedback

"Peer feedback takes the focus away from the teacher and thus initiates a transfer of roles from the teacher to the learners". (Sultana, 2009, p.12).

4. Academic Writing

Academic writing regarded as a kind of writing done in a college and aims to explain or to give information about something (Hogue, 2008).

1.9 Organization of the Study

This study consists of five chapters. Chapter 1 is about introduction. It consists of background of the study, statement of the problem, objectives of the study, significance of the study, theoretical framework, assumption, scope and limitation, definition of key terms, and organizational of the study.

Chapter 2 is review of related literature which consists of the related theory and some related studies.

Chapter 3 is about research method. This chapter presents the research design, the respondents, the instruments, the procedure of data collection, and the techniques of data analysis.

Chapter 4 is about findings and discussion. It presents the results of the analysed data and discussion of the findings

Chapter 5 is about conclusion and suggestions. This section shows the conclusion for this study and some suggestions for future readers and the next researchers.