

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Nowadays, English has become one of several international languages. English supports people to communicate with other people speaking different languages. Besides, English as a global language is also used in some particular areas, such as government, media and education. It is shown that the mostly-used skill of English is Speaking Comparing to three other skills which are reading, listening and writing. This importance of speaking is highlighted by Gerald Gillis (2013) saying, “Thus, speaking skills are a vitally important method of communication.”

Hence, in educational field, language learners are expected to master speaking skills because it provides beneficial functions. Chaney (1998) argues that speaking is functioned to build and share meaning both in verbal and non verbal symbols. It means that in language learning, speaking is important in supporting students to deliver or express ideas, opinion, and messages. As a result, it is believed that speaking must be considered as an important factor of English language learning and teaching. Additionally, Rakhmania and Kusumaningrum (2017) state that the main goal of learning a language is students’ ability to share ideas orally.

However, the expectation cannot be reached easily. According to Andari (2012), speaking is very difficult to master because language learners often have problems while mastering it. One of the possible problems is that the

students tend to limit themselves to speak English. According to Andari (2012) there are some causes leading to this problem. The students are too shy to talk in English and sometimes they are afraid of making mistakes because their friends will laugh at their mistakes. As a result they are not able to speak English well. According to Al Hosni (2015) one of the problems is because the students are afraid of making mistakes as well as being criticized.

Another possible problem is that the students may be full of doubts even though they do not limit themselves to speak English. The students sometimes stop talking in a sudden during their performance in order to select the most appropriate diction. There is also possibility that they are not sure whether they construct sentences correctly or not. According to Fauzan's study (2014), this problem is related to students' hesitation.

The last possible problem is the students may not realize that they make mistakes. Referring to Fauzan's (2014) study, it could happen because the students lack of vocabulary. The students just say anything without thinking about the right vocabulary.

Those problems are also faced by students taking Speaking C course of an English Department in Surabaya, Indonesia. They are not able to express ideas with the correct vocabulary because they lack of vocabulary. Consequently, they stop talking while performing something in the class. Another problem is, the students do not want to talk because they are afraid to make mistakes and be bullied by other students. Therefore, teachers have to help students to speak by giving feedback.

According to Lewis (2002) feedback is divided into three: teacher-feedback, peer-feedback and self-feedback. In the teacher-feedback, a teacher can give feedback both in spoken and written form after the students perform something in front of the classroom. Lewis (2002) also states that the teacher usually gives feedback on a paper. The next source is peer-feedback. Peer-feedback is a practice for students to give comments and advice to their friends' performances. Lewis (2002) stated that peer-feedback allowed students to have two roles; giving feedback to their friends' performance and receiving feedback of their performance from their classmates. He also stated that peer-feedback could be amusing and become a productive procedure for learning activity. The students can obtain more benefits from speaking English while giving feedback to their friends. The last source is self-feedback. Self-feedback is an activity that allows students to reflect on their weaknesses and strengths of their performance. In this feedback, students correct their own work and performance after receiving teacher feedback and peer-feedback. From those kinds of feedback, peer feedback has been chosen as an alternative solution.

The decision of choosing peer-feedback is based on some consideration of its benefits. Lewis (2002) believes that peer-feedback is a practice that can be useful and helpful for the students in the classroom. Furthermore, Hyland (2000) said that peer feedback could motivate students to participate in the classroom actively. The purpose of peer feedback is to make students active in the class. Peer-feedback is purposed to

lessen students' boredom in the classroom. No doubt, such a technique has been implemented regularly in Speaking C course of English Department.

In this study, the researcher wants to investigate students' perceptions toward the use of peer feedback because there are still many doubts about students' performance in Speaking C. Students still don't seem to master a lot of vocabulary and are hesitant to say something in front of the class.

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In this study, the researcher wants to investigate students' perceptions toward the use of peer feedback because there are still many doubts about students' performance in Speaking C. Students still don't seem to master a lot of vocabularies and are hesitant to say something in front of the class. Besides, the study of students' perception toward peer-feedback is still limited.

According to Huisman, Saab, van den Broek, and van Driel (2019), "the limited number of studies limits the extent to which this finding can be generalized." Meanwhile, perceptions must not be generalized. Researcher wants to know about students' perception on the use of peer-feedback in Speaking C course because it is believed that there must be different opinion on each student.

## **1.2 The Statement of the Problem**

Based on the background, a research question of this study is: “What are the English Department students’ perceptions on the use of peer feedback in Speaking C course?”

### **1.3 The Significance of the Study**

Through this study, the researcher explore students’ perceptions on peer feedback in Speaking Course. Consequently, this study provides insights covering the perception about peerfeedback that is used in Speaking C course. Such important information can be used by teachers as references of peer feedback implementation in language learning process. In addition, the result of the study is expected to provide information that can be used as a reference for the next researchers who have the similar topic.

### **1.4 Theoretical Framework**

There are some theories that used to support this research. The main theory of this study is peer-feedback. According to Srtijbos and Sluijsmant (2010) Peer feedback is a tool that enables students to comment and correct their classmates’ performances. Not only give feedback to their classmates, but all students also receive feedback from their classmates after doing a performance in front of the class.

Moreover, the researcher also put the advantages and disadvantages of peer-feedback from other researchers. According to Carless, D., & Boud, D. (2018), giving peer-feedback may involve students’ participation and develop their collaborative skills. Contrarily, White (2011) believed that students

might dislike peer-feedback because it causes any possibility of misunderstanding of what students say.

### **1.5 Scope And Limitation**

Based on its research question, this study focuses on the students' perceptions on applying peer feedback in Speaking C course.

The research subjects consist of 34 students who are English Department students of Widya Mandala Catholic University of Surabaya in the academic year of 2018/2019. In addition, the subjects are divided into 2 classes. The classes are class A and class B. The respondents are the students who already passed Speaking C course and have already used peer feedback while taking in Speaking C classroom.

### **1.6 Definition of Key Terms**

#### **1. Perception**

In this study, perception is defined as students' opinion about peer feedback. The perception that is mainly highlighted in this study was collected from the students. As a result the word perception is defined as the synonym of the word opinion or point of view. However, the students' opinion will be limited by the main topic that is peer feedback. It means that the students gave their opinion only about peer feedback, especially after they were exposed with the use of peer feedback in their language learning process.

#### **2. Peer feedback**

Peer feedback is a type of feedback that is given by students to their classmates. Peer-feedback can be given in a written and spoken form. The contents of peer-feedback are suggestion, opinion and ideas about students' performance.

### **3. Speaking C**

Speaking C is one of spoken English skills which deals with debate materials. Students are splitted into several groups and have been given certain topics to be discussed. This course consists of 3 credits and implements peer feedback as an informal assesment.

### **1.7 Organization of the Proposal**

The researcher divides this proposal into three chapters. The first chapter provides information about the background of the study, the statement of the problem, the objective of the study, the significance of the study, theoretical framework, scope and limitation, assumption, definition of key terms, and the organization of the proposal. The second chapter is about the review of related literature and the previous study. The third chapter explains information related to the research methodology; such as the research design, the research subject, the instrument, the process of data collection, and the process of data analysis.