

**THE STUDENTS' PERCEPTIONS OF PEER
FEEDBACK ON THE ACHIEVEMENT OF WRITING C**



By:

Silvester Harjuna Iwangga Santoso

1213018061

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND
EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2022**

**THE STUDENTS' PERCEPTIONS OF PEER
FEEDBACK ON THE ACHIEVEMENT OF WRITING C**

A THESIS

Presented to the Faculty of Teacher Education
Widya Mandala Surabaya Catholic University
in partial fulfillment of the requirement for the Degree of
Sarjana Pendidikan in English Language Education



By:

Silvester Harjuna Iwangga Santoso

1213018061

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND
EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2022**

SURAT PERNYATAAN

Jalur Skripsi

Bersama ini saya:

Nama : SILVESTER WARDJUNA IWANGGA SANTOSO

Nomor Pokok : 1215018001

Program Studi : Bahasa Inggris

Jurusan : Bahasa Inggris

Fakultas : Ilmu Pendidikan dan Keguruan

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:

The Students' Perception of Peer Feedback on Writing C

Class

benar-benar merupakan hasil karya saya sendiri. Apabila Skripsi ini ternyata merupakan hasil *plagiarisme*, maka saya bersedia menerima sanksi berupa pembatalan kelulusan dan/atau pencabutan gelar yang telah saya peroleh.

Demikian surat pernyataan ini saya buat dengan sesungguhnya dan dengan penuh kesadaran.

Surabaya, 18 Juli 2023.

Yang membuat pernyataan,



SILVESTER WARDJUNA I. S.

Mengetahui,
Dosen Pembimbing I,


SUHARIES L. TALOKO
NIK: 121.08.0328

Dosen Pembimbing II,

NIK: _____

APPROVAL SHEET
(I)

This thesis entitled **“The Students’ Perceptions of Peer Feedback on the Achievement of Writing C”** prepared and submitted by Silvester Harjuna Iwangga Santoso – 1213018061 has been approve to be examined by the Thesis Board of Examiners.



Johanes L. Taloko, S. Pd, M.Sc
Thesis Advsiior



Dr. B. Budiyono, M. Pd
Thesis Examiner 1



Dr. Ruruh Mindari, M. Pd
Thesis Examiner 2

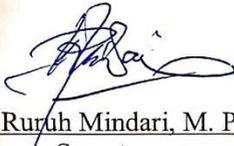
APPROVAL SHEET

(II)

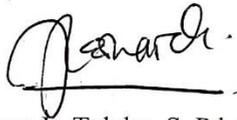
This thesis entitled “**The Students’ Perceptions of Peer Feedback on the Achievement of Writing C**” prepared and submitted by Silvester Harjuna Iwangga Santoso – 1213018061 has been approve to be examined by the Thesis Board of Examiners.



Dr. B. Budiyo, M. Pd
Chairperson



Dr. Ruruh Mindari, M. Pd
Secretary



Johaness L. Taloko, S. Pd, M.Sc
Thesis Advisor



Dr. V. Tuluk Prijambodo, M. Pd
Dean of Faculty of Teacher
Training and Education



Johaness Nugroho, W. Ph. D
Head of the English
Language Education Study
Program

STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. All the cited works were quoted in accordance with the ethical code of academic writing. I will take all the consequences if plagiarism is found in this thesis.

Surabaya, July 2022

A handwritten signature in black ink, appearing to read 'Silvester Harjuna I. S.', written in a cursive style.

Silvester Harjuna I. S.
(1213018061)

ACKNOWLEDGEMENTS

In this part, I would like to praise The Lord for His blessing and grace to me since the beginning of this research started until this research was finished. I also would like to express my gratitude for people who helped and supported me in so many ways to finish this research, they are:

1. The Diocese of Surabaya for giving me the opportunity to study at private university in Surabaya with fully funded scholarship.
2. Priest of private university Surabaya who guide and lead me to be more enthusiastic to finish my study.
3. Johanes Leonardi Taloko, S. Pd, M. Sc, as my thesis advisor who supported and motivated me to finish this research on time.
4. Dr. B. Budiyo, M. Pd and Dr. Ruruh Mindari, M.Pd as my thesis examiners who gave a lot of constructive feedbacks in my thesis.
5. To my beloved parents who supported me financially and morally, so I could finish my study in English Department of private university Surabaya.
6. All the lecturers and the staff of private university Surabaya who have been cooperative to complete all of the letters before graduation
7. The lecturer of Electrical Engineering who supported and motivated me and gave me a chance to finish this research in his laboratory.
8. The participant of interview who take their time to be my interviewee so I got more detail and deep data.

9. The students batch 2019/2020 who supported to collecting data of questionnaire
10. For my friends who are struggling together to finish thesis
11. For my friends who accompany me in all condition, either good or bad condition.
12. Last but not least, I want to thank me, I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for never quitting, I want to thank me for trying to do more right than wrong, I want to thank me for being me at all the times.

ABSTRACT

According to Graham et al. (2013), writing is one of the multifunctional tools that can be implemented to achieve several goals, especially in a workplace. For examples: By good at writing can help people to get the job, being a good writer can help employer to get more business clients, the students could have a better opportunity to get fully funded scholarship, etc. However, in reality, students still often make have challenges when they write an essay. The researcher found several problems that often occurred when the students do essay writing. There are some problems when the students do essay writing. First, the students have a problem to write a thesis statement properly. The second problem is lack of evidence. This problem often happens because the message of the sentence is unclear. Third, the students do not aware of their position as a writer. This research used explanatory mixed methods research design. Mixed Method research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that involve philosophical assumptions and theoretical frameworks (Creswell & Creswell, 2018). Moser & Korstjens, (2018) said that the qualitative (text) data are collected and analysed second in the sequence and help explain, or elaborate on, the quantitative results obtained in the first phase. The second, qualitative, phase builds on the first, quantitative, phase, and the two phases are connected in the intermediate stage in the study. The results of this study showed most of the students are agreed with peer feedback on writing class has a positive impact to enhance their writing skills. Other than that, there were some students who had challenges during Writing C Class. Suggestion for another researcher recommended to study peer feedback in effectiveness the implementation of peer feedback.

TABLE OF CONTENTS

APPROVALSHEETS.....	iv
STATEMENT OF AUTHENTICITY.....	vii
ACKNOWLEDGEMENTS.....	viii
ABSTRACTS.....	x
CHAPTER I.....	1
INTRODUCTION.....	1
1.1 Background of The Study.....	1
1.2 Research Problem.....	4
1.3 Objective of The Study.....	4
1.4 Theoretical Framework.....	4
1.5 Limitation and Scope.....	5
1.6 Significance of The Study.....	5
1.7 Definition of Key Terms.....	6
1.7.1 Peer Feedback.....	6
1.7.2 Writing C.....	6
1.7.3 Perception.....	6
1.8 Organizational of The Proposal.....	7
CHAPTER II.....	8
RELATED OF REVIEW LITERATURE.....	8
2.1 Underlying Theories.....	8
2.1.1 The Practice of Teaching Academic Writing.....	8
2.1.2 Writing C in English Department.....	12
2.1.3 Peer Feedback.....	14
2.1.4 The Implementation of Peer Feedback in Writing C Class.....	18
2.2 Previous Studies.....	18
CHAPTER III.....	21
RESEARCH METHOD.....	21
3.1 Research Design.....	21
3.2 Participants.....	22
3.3 Research Instruments.....	22
3.4 The Procedure of Collecting Data.....	24

3.5 The Technique of Data Analysis.....	25
CHAPTER IV.....	34
FINDINGS AND DISCUSSION.....	34
4.1 Findings of The Questionnaire Analysis.....	34
4.2 Findings of The Interview Analysis.....	42
4.2.1 Findings of The Participants 1.....	42
4.2.2 Findings of The Participants 2.....	44
4.2.3 Findings of The Participants 3.....	46
4.2.4 Findings of The Participants 4.....	48
4.3 Discussion.....	49
CHAPTER V.....	53
CONCLUSION AND SUGGESTION.....	53
5.1 Conclusion.....	53
5.2 Suggestion.....	54
5.2.1 Suggestions for Lectures for Writing C Class.....	54
5.2.2 Suggestions for The Students.....	55
5.2.3 Suggestions for Other Researchers Related with This TOPIC.....	55
REFERENCES.....	56