

# CHAPTER I

## INTRODUCTION

This chapter presents the explanation about topic that researched by the researcher. This chapter consists of background of this research, research questions, aims of the study, significance of the study, clarification of term, and organization of the paper.

### **1.1. Background**

Review or feedback is important in every aspect of human's life. Hence, it is also essential in education aspects. Review or feedback can be really beneficial for students. A constructive feedback can be a guideline to know their neither mistakes nor weaknesses. It is also a good thing to measure their abilities; therefore students will know their weakness that they need to improve.

English has four main skills; those are speaking, listening, reading, and the last one writing. Writing draws more attention in English teaching since many students claim that among four English skills, it is the hardest skill to be taught (Harmer, 2007). One of the reasons why writing is the hardest skills to be taught is writing contains different types of competencies, such as linguistic, rhetorical, cognitive, strategic, and pragmatic competencies (Maher, 2011). To add, Brown (2001) states that naturally, people will learn to listen and speak, not to read and write. Writing is also a long process of thinking, drafting and revising. Hence, people should make extra effort to learn writing and produce a written work. Feedback is needed in order to help students get the best result and reduce their anxiety.

Among many kinds of feedback, teacher feedback and peer feedback are more familiar rather than other. A study conducted by Miao, Badger, and Zhen (2006) to a group of college students in China had shown that students are really taking feedback from teacher into considerations but peer feedback is more

successful rather than teacher feedback. It can happen since the process of communication during giving and receiving feedback in peer feedback is clearer than teacher feedback, especially when they do it face to face, therefore it leads to avoid misunderstanding among students. The other reason is students can reduce their anxiety when they communicate with their pal.

Peer feedback itself has been long acknowledged widely, but the practice is still rarely found. If it is happening, most of the feedbacks are delivered by teacher. As time goes by, the needs in education is moving from teacher centered to students centered. Therefore, by applying peer feedback in teaching and learning process it supports governments' plan to create a student centered learning process.

A study conducted by Gielenab et al. (2010) found out that teacher feedback is undoubtedly more trustworthy compared to peer feedback, therefore students do not need to rethink or reconsider the feedback. However, peer feedback stimulates students to rethink or confirm the given feedback from their peers by checking grammar books and their notes or asking to the teacher. This cycle of reconfirming the given feedback can lead students to develop their independent ideas for revision. To Liu & Carless (2006) also states that however, most of teacher feedback revisions happen at surface level, whereas peer feedback results in a higher percentage of meaning-changing revision and more initiative towards self-correction. Carless (2006) also states that students might misinterpret teacher feedback, especially when the feedback given orally.

Many scholars believe that peer feedback or peer review is beneficial in teaching and learning process. Most of previous studies on peer feedback were conducted in context of English as a Second Language (ESL), therefore Zheng (2012) suggests to conduct a study about peer feedback seen from English as a Foreign Language (EFL) students to see whether this phenomenon can be applied in that area too. Therefore, it is interested to explore about the use of peer feedback in EFL class, especially the use of peer feedback for student in Indonesia.

To sum up, after seeing a brief explanation about peer feedback, and considering the advantages and disadvantages of peer feedback, the question of how does the use of peer feedback technique in improve students' writing skills and what are students' responses toward the advantages and barriers of the implementation of peer feedback technique may occur. In order to answer those two questions, a deep research about peer feedback is needed. This study used qualitative approach as the basic framework and case study as the approach, and to analyze the result the data analyzed by descriptive data analysis.

## **1.2. Research Questions**

This research is expected to answer the following questions:

1. How does the use of peer feedback technique improve students' writing skills?
2. What are students' responses toward the advantages and barriers of the implementation of peer feedback technique?

## **1.3. Aims of the Study**

Referring to the introduction and research questions above, this study has three aims. The first one is to discover the use of peer feedback in improving students' writing skills; to seek in which criterion or criteria that students texts get betterment or improvement by the influenced of peer feedback. Second, this study meant to investigate students' opinions toward peer feedback in their writing class. The last one is to describe students' perception toward the use of peer feedback by using descriptive analysis.

## **1.4. Scope of the Study**

This study focused on analyzing how students' point of view toward the use of peer feedback in their writing class. The analysis centered on the implementation

of peer feedback and how it affects students' writing skills. The micro skills of writing here focused on structure and mechanics. Structure focused on grammatical accuracy and organization of the text meanwhile mechanics focused on spelling, punctuation and capitalization.

Then, the data collected from two instruments, those are students' drafts and interviews. Therefore, the limitations for participant were made such as the participants are 32 EFL students in the first-grade of public senior high school where belong to the same class. Therefore, the result from this study cannot be generalized to all level since this study only focused to second grader of senior high school level. However, this study might applicable for those who want to try to apply peer feedback in their teaching and learning process.

### **1.5. Significance of the Study**

This study is significance in two perspectives. The two perspectives are seen theoretically and practically. Theoretically, this study is expected to provide practical guide for teachers about an alternative technique to be applied in classroom, especially in teaching writing. Moreover, this study is also expected to provide them useful information about the useful and effective of peer feedback.

Practically, this study is expected to help teachers find out how the use of peer feedback in improving students' writing skills. Moreover, seeing the advantages that peer feedback brings, perhaps teachers will apply this technique in their writing class. Then, this study also expected to help teacher to teach writing better.

### **1.6. Clarification of Key Terms**

There are some terms that related with this research and to avoid the misunderstanding and the misconception of the reader, below are explanation of the terms that are used in this study.

**Writing** is a language activity of putting a message into written language to present what the writer feels, thinks and perceives (Elbow, cited in Brown, 2001). Written products are the result of thinking, drafting, and revising procedure that requires specialized skills (Brown, 2001).

**Peer Feedback** is a technique which describes as an interactive learning process which makes it possible for students to assess or recheck other's work as well they do it to their own (Lee, 2017). It is also defined as the tool for students as sources of information and place for each student to assume roles and responsibilities where normally carried by a teacher, tutor, or editor in giving feedback and commenting on each other's work in the process of writing (Hansen & Liu, 2005)

### **1.7. Organization of the Paper**

To make this study systematically understandable, this paper is organized into five chapters as follow:

Chapter I: Introduction

This chapter presents the explanation about topic that researched by the researcher. This chapter consists of background of this research, research questions, aims of the study, significance of the study, clarification of term, and organization of the paper.

Chapter II: Theoretical Background

This chapter shows previous studies that have been done by other researchers. To add, this chapter also elaborates this study relates to several theories, it is important to point out the studies qualified in the scope of the nature of peer feedback, the nature of writing, and peer feedback in writing class

Chapter III: Research Methodology

This chapter presents the methodology used in conducting the research, in order to answer the research question which has been stated in chapter I. This chapter divided into five sub-chapter, those are research design, site and participant, data collection procedure, and data analysis.

#### Chapter IV: Findings and Discussion

This chapter elaborates findings which have been collected from the two instruments. The following chapter describes the use of peer feedback technique in improve students' writing skills and students' responses toward the advantages and barriers of the implementation of peer feedback technique. The elaboration is served through two sub chapters; findings and discussion

#### Chapter V: Conclusion and Recommendations

This chapter focused on drawing conclusion of the study, and presenting some suggestions further research which has similar topic regarding peer feedback or writing skills enhancement. This chapter is divided into two sub-chapters, those are conclusions and recommendations.

### **1.8. Concluding Remark**

This chapter has discussed the background of the study, research question, research aim, scoop of study, significance of study, clarification of terms, and also organization of paper. The following chapter reviews the theoretical background that will be employed as the base to answer research question.