

CHAPTER I

INTRODUCTION

This chapter presents the introduction of this study. It consists of background of the study, research questions which cover the statement of problems, purposes of the study, significance of the study, scope of the study, clarification of the terms, and organization of the paper.

1.1 Background to the Study

Feedback stands as a main idea of developed education which usually uses teachers as the centre of feedback (Carless, Salter, Yang, & Lam, 2011). Despite the use of teacher feedback as a main idea of developed education, teacher feedback in classroom activity is still lacking, several excuses rise towards teacher feedback lacking performance in English Foreign Language (EFL) learning activity. Teachers may only focus on giving students particular summative score than keep in track of their progress. If only they are concerning with students' development, they only concern with how appreciation matters. They are likely forget on how students need extra advices for their improvement (Carless, 2006). Teachers comment through feedback may hardly become understandable even harder to be practised (Carless, Salter, Yang, & Lam, 2011).

Concerning with the technique of teacher feedback, peer feedback is recently gaining its popularity. Peer feedback may be very beneficial as students may not feel enough on teachers' advices for their improvement (Carless, 2006). Students may also suffer from the difficulty to comprehend comments from the activity of giving and receiving feedback by teacher, or worst, it may affect their confidence and self-acceptance. Peer feedback may support giving and receiving feedback activity due to growing focus on learner independence (Peng, 2008). Argument between the choices of teacher feedback or peer feedback results the idea that students should be highly considered when designing a feedback based teaching learning activity.

Peer feedback becomes one of the most effective teaching and learning techniques to practice any kind of skills, as an example speaking skills. According to Ion, Barrera-Corominas, and Tomàs-Folch (2016), peer feedback becomes a strategy to effectively achieve deep learning, personal greater autonomy in the construction of knowledge, and increase student involvement by their own development. Speaking skills need to be deeply comprehended as it is also a skill which is very beneficial to support students' upcoming experience in their social experience. Triggering students' involvement on their own development will also enhance their speaking skills as they understand the criteria to give and receive any varied ideas. Along with peer feedback, students will be used to their self-regulated strategy as they acknowledge their personal autonomy in order for them to be developed. Students will also be able to develop their own way to be developed in expected skills. Students will be keener to realise their own need in learning certain subject or skill as they is given chance to observe, evaluate, and discuss many feedbacks whether in form of compliments, comments, or suggestions. Lastly, acknowledgement on peer feedback in teaching and learning activity towards speaking skills gives students a chance to develop their confidence in learning from their own peer especially in terms of acquiring the skills (Lamb, 2015).

Peer feedback may be correlated with speaking skills due to several reasons regarding the development of speaking skills in EFL teaching-learning activity. First, the development of speaking skills is still lacking. The major problem of lacking development of speaking skills is the function of English for Indonesian students which accepted as a foreign language (Nurhayati, Djatmika, Santosa, & Wiratno, 2016). They continue to break down to seven reasons on how the development of speaking skills in Indonesia is still lacking. Wrong placement of tenses, wrong placement of agreement, words disorder, misuse of verb, inappropriate diction, redundancy-reduction, and phonological difficulty are seven problems derived from the major problem of lacking development of speaking skills in Indonesia. Peer feedback will try to reduce all the problems as peer feedback technique will firstly introduce students to the expected kind of skills. Second, many studies relate peer feedback mostly on writing skills. Therefore, the

investigation towards peer feedback in writing skills explodes and makes peer feedback seemed to focus more on writing skills (Ghani & Ashger, 2012). This study will try to seek and elaborate the result to make other comprehension towards the enhancement of students' speaking skills with peer feedback.

Regarding speaking skills, this study is decided to focus more on student fluency and pronunciation enhancement. One of the most important skills in speaking is fluency as speaker would need to articulate words naturally without any unnecessary repetitions or pauses (Yang, 2014). This study also focused more on pronunciation to be researched as students who have a great pronunciation will be able to communicate effectively (Marzá, 2014). Hence, the study was aimed to discover how peer feedback helped students enhancing their speaking skills especially students' fluency and pronunciation. This study also analysed students' response in perceiving peer feedback technique in their teaching and learning activity. Qualitative approach was used in the following study and employed case study to gain data. A Student's Feedback Memo (SFM) and interview are two important instruments in the study.

1.2 Research Questions

The study discussed two research questions. Those were:

- a. To what extent does peer feedback help students enhance their speaking skills?
- b. How do students respond to peer feedback in their speaking class?

1.3 Purpose of the Study

The purposes of the study were related to the research questions. The purposes were:

- a. To investigate to what extent peer feedback helps students enhance their speaking skills
- b. To find the result of student's response towards the use of peer feedback in their speaking class to enhance their speaking skills

1.4 Scope of the Study

The study covers further explanation on the extent of peer feedback in way to enhance students' speaking skills. It shows student's response to their own development with the use of peer feedback. This study reviewed some relevant theories related to the speaking skills, feedback, and peer feedback which help to support the data findings. In this study, the term students' in the Senior High School refers to the eleventh graders at one of Senior High School in Bandung, Indonesia.

The result of the study cannot be generalized for all levels of learners since this study dealt with a class of eleven grade of senior high school only. However, the result can still be useful for different researchers who are willing to conduct similar study for different level of EFL learners.

1.5 Significance of the Study

This study was particularly utilised the ways to enhance students' comprehension towards speaking skills through peer feedback. This study hopefully gives some beneficial contribution to the field of teaching and learning especially teachers and the students in the variation of teaching and learning process. Through this study, the teacher will be able to approach students to be one step closer successfully dealing with speaking. Also, student will try to enhance and develop their knowledge towards speaking to successfully deal with it through the use of peer feedback. Hopefully, the use of peer feedback in this study will be beneficial to make students comprehend towards some speaking skills. Furthermore, they will be more knowledgeable to conduct a good speaking while keeping up with receiving and giving many constructive feedbacks which are in form of appreciations, comments, and suggestions. In the end, the study is expected to enrich the knowledge of teaching and learning activity for students and teachers in senior high school in using peer feedback to enhance their knowledge towards speaking skills.

1.6 Clarification of Terms

Several terminologies are used to eliminate misunderstanding. First, speaking skills is known as a productive skill (Aguilera & Filologia, 2012). Speaking skills involves using speech to express other meanings to other people, produce a real-life skill, shows people capability to produce language, and activate many language aspects. Understanding the importance of speaking skills, the following study will try to cope with two skills of speaking. The two skills of speaking are fluency and pronunciation.

The second terminology is peer feedback. Peer feedback as a process of evaluating a group or individuals towards their peers in certain comfortable way which may or may not involve an agreed criteria among teachers and students (Emilia, 2012). The way that the peer feedback will be conducted is through three steps; giving compliment, giving comments, and giving suggestion. Compliment will be given by student to their peer on how peer shows their speaking ability. Comments including errors which occurred in teaching and learning activity will be given. Each of student will give suggestion to enhance their speaking ability. Those three steps will be called by **plus, minus, and what's next** strategy.

Plus, minus, and what's next strategy may be very beneficial for student whose work is being evaluated by their peer. They will get extra motivation, note of errors, and beneficial input from gaining extra perspective which could trigger their critical thinking (Boase-Jelinek, Parker, & Herrington, 2013). In addition, students may be able to conceptualise their own work, performance, or understanding (Hattie & Timperley, 2007). Along with the conceptualisation, a peer feedback may influence the one who received it to try certain new things which have been delivered by other (Hendry & Oliver, 2012).

1.7 Organisation of the Paper

This research paper is presented in five chapters as listed below.

- a. Chapter I is Introduction. This chapter includes background of the study, research question, scope of the study, significance of the study, clarification of the terms and organization of the paper.

- b. Chapter II is Literature Review. This chapter shows some conceptual frameworks of peer feedback and speaking skills as the main topic of the research paper. As for the peer feedback, it will be consist of more explanation on the concepts, principles, role of students, role of teacher, benefits, and drawbacks. Speaking skills framework, more explanation of speaking skills and its micro skills will be explained. The micro skills will also be explained from the concepts, principles, role of the skills, benefits, and drawbacks.
- c. Chapter III is Research Methodology. In this chapter, there are explanations about the method and research design used in this study, research site, research participant, sample, data collection, and data analysis.
- d. Chapter IV is Findings and Discussion. This chapter elaborates findings and the discussion of the study, the data for findings was collected through document analysis and observation.
- e. Chapter V is Conclusions and Recommendations. This chapter presents the conclusion about the study and suggestions for user in the further research.