CHAPTER I

INTRODUCTION

This chapter contains background of the study, research questions, objectives of the research, assumptions of the researcher, theoretical framework, scope and limitation, the significances of the study, definition of key terms, and the organization of the research. These parts serve as the foundation of this research and the reason why this research is done.

1.1. Background of the study

Writing is very crucial in English. It involves all the components of English and the other academic knowledge of English itself. Ignoring writing in the process of mastering English is not a choice. Writing skill can be useful for the students in the future for their career, their tool to express themselves and communicating with others. Due to the importance of writing and how challenging it can be, peer review is implemented in order to support the students' process of learning. For a non-native speaker students, writing is considered to be the most challenging among other skills especially for non-native speakers students although they are already in intermediate level (Hinkel, 2004). Peer review is a technique which requires the students to give their feedbacks to their peer or fellow ESL students and for the purpose of giving ideas to revise their work. Basically, peer review is a win-win technique both for the reviewer and the reviewee. Peer feedback often can be in written form, but somtimes it can be given in spoken.

Peer feedback has been the subject of numerous researchers and they found that peer review is an effective technique to be implemented in writing class. One of the benefits is that peer review may improve the students' revising skill for their writing's content (Grami, 2010). According to Lundstrom and Baker (2009), peer review improves the students' ability to use language skill by giving and receiving feedbacks. But apart from its benefits, students' perception of the technique itself needs to be considered. Students' perception holds the important key to their learning motivation.

Peer feedback is often implemented during writing assignment for the students. Writing assignment is very useful in writing class because writing requires practices over time. Writing assignment provides time for students to practice their writing outside classroom learning. It also can boost students' motivation in writing because it can be done anytime and anywhere. At the right place and time, students can compose a better writing. When peer feedback is implemented on writing assignments, students can get numerous feedbacks from their peers and revise their writing before submission. The peer feedback can be done in two ways, from teacher to students and student to student.

To figure out the effectiveness of a technique, teachers must know their students' perception towards the techniques. Students' perception can indicate thir motivation to participate in the class. It also can show how the students feel when the technique is implemented. If a positive result is shown after the technique is implemented, the technique is suitable for the students. A suitable technique implemented in class can help the students to conquer the challanges that they encounter. On the other hand, when the students lose their motivation and do not show any interest in the class, it can be caused by the wrong implementation of technique. This is why knowing the students' perception toward a certain technique is important for teachers.

Hence, the purpose of this study is to find out the English Language Education Study Program students' perception on peer review implemented in their writing class.

1.2. Research Questions
Based on the background, this research answers the questions formulated as follow:
- "What are students' perceptions toward the peer review implemented in writing class."
  - What advantages do the students perceive in peer review implemented in their writing class?

o What disadvantages do the students perceive in peer review implemented in their writing class?

o What do the students think about peer review implemented in their writing class?

1.3. Objectives of the Research

Based on the research question stated above, this research's objectives are:

- To know the students' perception towards peer review implemented in their writing class.

  o To know the advantages students perceive in peer review implemented in their writing class.

  o To know the disadvantages that the students perceive in peer review implemented in their writing class.

  o To know what the students think about peer review implemented in their writing class.

1.4. Assumption

Peer review is a common technique widely used in teaching writing. The researcher assumes that peer review is implemented in writing C class of English Language Education Study Program of Widya Mandala Surabaya Catholic University. To find out which classes used peer review technique in the Writing C class, the researcher personally interviewed one of the students from 4 classes.

1.5. Theoretical Framework

The theory that grounds this study are the concepts of writing, perception and peer review. First of all, writing is a form of communication. According to Gaith (2002:1), writing is an act of collecting ideas and turn them into a visible form through a complicated process. Another definition of writing states that writing is a work of finding, constructing, and producing the ideas into sentences and paragraphs (Nunan, 2003:88). Tarigan (1994:3) states that writing is an act of composing understandable symbols or signs in certain language to deliver an information for the reader. From those definition of writing, the researcher concludes that writing is a process of projectoring ideas into a written form.

Secondly, another concept that grounds this study is perception. Perception is someone's point of view toward something. Perception can be positive or negative. Knowing the students' perception can help the teacher to adapt their way of teaching that can optimize teaching and learning activity. There are several definition of perception according to experts. First, according to Walgito (2003:87), perception is the process of human's brain about particular circumstance. Similar to Walgito, Koentjaningrat (2010:42) states that perception is the result of humans' brain realization based on what they see.

The last theory that grounds this study is peer review. Peer review is known for many names (peer review, peer feedback, peer critique, peer response, peer tutoring, and peer critiquing). Peer review is a technique that requires a writer to collaborate with their peer or group to revise the writer's work. Peer review can be define as an technique to teach, in which the students exchange comments with other fellow students solemnly to improve their work of writing (Pol et al.:2008.; Rollinson,2005.; and Topping:1998,2000).

1.6. Scope and Limitation

This study is focused on peer review technique used for teaching writing by the lecturer of English Language Education Study Program in Widya Mandala Surabaya Catholic University. The subjects are 30 4th-semester students in English Department of Widya Mandala Surabaya Catholic University who had passed writing C class.

1.7. Significance of The Study

- **English teachers**

This study is meant to help teachers' knowing the perception of students towards peer review. By knowing the students' perception, teachers can apply the suitable technique for their students based on their students' need and teach optimally. Teachers will also know the advantages that they can gain from using peer review when they teach writing class.

- **ESL students**

This study will help ESL students to have a wider perception toward peer review used in teaching writing. Students will realize that using peer review will help them to overcome the challanges in writing.

1.8. Definition of Key Terms

- **Writing:** Writing is a way to find inspiration, constructing, forming ideas, and combining a well-structured sentences into paragraph (Harmer:2004)
- **Peer review:** Peer review is a group-work activity that involves the students' ability to read, evaluate, and give feedback to their fellow writers solemnly to improve their work and , a long with the process of studying, enhance each others' writing skill (Tsui and Ng:2000 and Zhu:2001)
- **Perception:** Perception is the combination, recognition, and explanation of feeling toward psychological activity (Schatar:2009).
- **Assignment:** A specified task or amount of work assigned or undertaken as if assigned by authority. (Merriam-Webster)

1.9. Organization of the Thesis

This thesis consists of five chapters. The first chapter, which is the introduction, contains the background of the study, research question, objectives of the research, theoretical framework of the research, scope and limitation, significance of the study, definition of key terms, and organization of the research.

The second chapter contains review of related literature of this research and previous studies.

The third chapter consists of description of research design, samples, and methods of data collection. In the third chapter, the writer will collect data from the samples. The collected data will be presented on the next chapter to answer the hypothesis.

The fourth chapter consists of foundings and discussion. For foundings, the researcher presents the foundings of the questionnaire and interview. As for the discussion, the researcher connects the foundings of the students' perception with the related theories and discusses what advantages and disadvantages that the students acquire.

In the fifth chapter, which is the final chapter consisting of conclusion and suggestion, the researcher concludes the foundings and discussion. The conclusion answers the research question. Suggestions are also given to teachers and students regarding what needs to be fixed and paid attention to in the implementation of peer review. Further suggestion is also given to future researcher who is willing to conduct related research.