

# **CHAPTER I**

## **Introduction**

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

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 some challenges when they write an essay. The researcher found several problems that often occurred when the students of private university Surabaya did essay writing. First, the students had problems to write a thesis statement properly. Thesis statement is important because it used to show what the essay is about to readers. The second problem is lack of evidence. The previous statement often happened because the message of the sentence was unclear. To make it clear the students could support the sentence with an example and used relevant tenses. Third, the students did not aware of their position as a writer. In this case the students easily changed their position as a writer. First paragraph

using subject he or she, then another paragraph using we or I. Based on the researcher's experience, giving feedback to peer's work was not easy. As a reviewer, the students were supposed to believe or confidence with their suggestions, opinions, or corrections to their peer's works. Some of the students actually would like give suggestions, opinions, or corrections to their peer's works, but they could not make them. It happened for the students who were inactive in teaching and learning activities. When inactive students got the chance to give feedback to their friend's work, they felt afraid and they were not confidence with their grammar, vocabulary, or punctuation. To help them to revise their writing, they needed someone to help them revise their writing or their essays.

Their lecturer can use the peer feedback techniques to help the students to get feedbacks. The feedback can also be given by their friends or lecturer. It is an important dominant tool to enhance writing skills in learning process. Some researchers assume peer feedback as an ineffective method to improve student writing and prefer teacher feedback over peer feedback (Bijami et al., 2013). Peer feedback gives students opportunities to learn together. After students complete the assignment, they should give comments or

suggestions to their classmates before the assignment is presented in the teaching and learning activities for evaluation. The comments which have been written from peers is called peer feedback. It represents several aspects such as corrections, opinions, suggestions, or ideas. Peer feedback is a two-way process which means that each aspect has relevances. Rizqi, (2018) said that using peer feedback to refining the articles in a student-centered environment is a lucrative teaching method to enhance students' academic writing practices.

In the English Department of a private university, there are writing courses in stages according to the level such as Writing A course in the second semester, Writing B course in the third semester, Writing C course in the fourth semester, Writing D course in the fifth semester. In Writing C course, students are focused on writing passages with various themes such as descriptive texts, cause and effect texts, recount texts, narrative texts, etc. In supporting students' writing skills, a learning model called peer feedback is provided. Every week, students in the writing course must make one writing text for their weekly assignment. After that, they are divided into pairs to exchange their writing results to be corrected by their peers.

In correcting, students are expected to find errors such as grammar errors, word choice errors, writing errors, text structure errors, and content errors. After finding errors, students are expected to be able to revise their peer work. It aims to correct each other and learn from each other. By knowing the perceptions of students regarding the implementation of peer feedback on the achievement of Writing C class, the researcher can find out how important peer feedback in the Writing C class. This practice makes the writer interested in knowing the students' perceptions of the peer feedback activity in Writing C course.

## **1.2 Research Problem**

In the discussion above, the research problems would be as follows:

**How does students perceive on Peer Feedback activities in the Writing C?**

## **1.3 Objective of the study**

The researcher report the students' perceptions of peer feedback in Writing C Class through this study.

## **1.4 Theoretical Framework**

There are several theories that are used this research. The primary theory for this research is peer feedback. According to Lumabi & Tabajen, (2021), peer feedback refers to an

interactive process of reading and commenting on classmate's writing. Peer feedback is a mechanism that allows students to comment and correct the performance of their classmates. Not only do students give feedback to their classmates, but they also receive feedback from their classmates. The next theory is related to writing. According to Rohananingrum (2015), writing is a composite process that allows students to discover and make visible and concrete their thoughts and ideas. Writing promotes critical thinking and learning.

### **1.5 Limitation and scope**

This study is limited to the peer feedback used in Writing C Class. The subjects are Writing C students from batch 2019/2020 in the English Education Study Program of a private university in Surabaya.

### **1.6 Significance of the study**

This study provides insights into the perception of peer feedback, which is used in Writing C Class. The result of this study can be used as a reference for implementing peer feedback in the language learning. In addition, the results of the study are intended to provide useful information as a reference for other researchers working on similar topics.

## **1.7 Definition of key terms**

The following are the terms that need to be defined to prevent misinterpretation.

### **1.7.1 Peer feedback**

Peer feedback is an interactive process in which students share knowledge and understanding with the concern to inform ongoing learning. According to Zhu & Carless, (2018) feedback consists of knowledge used by the students to change effectiveness in appropriate direction.

### **1.7.2 Writing C**

Writing C is one of the writing subjects taught in an English department in private university in Surabaya. Writing C has 3 credits which, has been implement peer feedback as an assignment in teaching and learning process.

### **1.7.3 Perception**

Perception, is an expression of the first impression, that makes the "memory" of perception so that it can "make itself or be understood" in order to achieve a "sense" of perception (Tolley, 2018).

## **1.8 Organizational of the proposal**

The researcher distinguishes this proposal into five chapters. The first chapter provides information about the background of the study, research problem, objective of the study, theoretical framework, limitation and scope, significant of the study, definition of key terms, and organizational of the proposal. The second chapter is about underlying theories (Writing C in English Department, peer feedback, and the implementation of peer feedback in Writing C Class) and the previous study. The third chapter provides information related with research method, it consists of research design, the population or sample, research instrument, setting, the procedure of collecting data, and the technique of data analysis. The fourth chapter provide the findings and discussions. The fifth chapter provides conclusions and suggestions of the study.