

## **Chapter 1**

### **Introduction**

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

It is compulsory for students at Hotel Management Program to master the four English skills: listening, speaking, reading, and writing. Based on the curriculum of Hotel Management Program, students get English courses in five semesters as they have to be prepared in communicating, spoken and written, with their guests or customers from any countries around the world in their future work places.

Writing is one of the language skills which enables students to communicate their ideas in the written form. In the first semester, students have writing classes with recount writing as the genre. To implement what they have learned in writing class, students are assigned to write composition as “writing is the skill in which students produce sentences which are put in a particular order and linked together in certain ways” (Zawahrer, 2012, p 281). Hence, producing ideas in recount writing require students to reinforce the grammar structures and vocabularies that they have acquired.

Although students have learned to communicate their idea with the right structure and appropriate vocabularies, they still make a variety of errors or mistakes when writing recount composition. Consequently, language teachers have to help minimize their mistakes in recount writing assignment. However, students feel discouraged if they receive a piece of written paper with underlining and crossing out in red ink ( Harmer, 1988).

Traditionally, it has been the teacher who directs the learning process and takes priority in treating students’ errors. In other words, the correction technique is adopted as the teacher is believed to have provision of accurate forms for any deviations in the students’ performance (Bonn, 1985; Chaudron, 1984). According to Mishra (2005) the teachers know more English grammar and they happen to be experts at error detection.

However, there has been a shift in a mission and purpose of higher education. Barr & Tagg (1995, p 15) describes the change as a “move from an ‘Instruction Paradigm’ in which universities delivered instruction to “transfer knowledge from faculty to a ‘Learning Paradigm” in which universities produce learning through students discovery and construction of knowledge.”

“Peer feedback takes the focus away from the teacher and thus initiates a transfer of roles from the teacher to the learners.” (Sultana, 2009, p 12). According to Mishra (2005) language learning needs students’ participation in the learning process. Therefore, it is

necessary that students express themselves through sharing their ideas and having interaction with their peers in recount writing correction activities. The purposes of this sharing are to test the students' level of language knowledge and make them become more aware in the job of correction.

Peer feedback and pair feedback with their advantages are a promising way to be used in encouraging students to read and evaluate their peer and pair's recount writing and give their comment before the final recount writing assignment is submitted to their teachers. Giving comment to each other's errors raises students' awareness of their weaknesses and strength (Mishra, 2005). "Offering and receiving feedback from peers enables learners to promote the level of writing " (Farrah, 2012, p 183). Students get the opportunity to share ideas, give comments, and develop their writing skill. They discover what they know and do not know and what their readers understand and do not understand (Reid, 1993) .

Narciss( 2008, p 81) defines that feedback is "all post-response information that is provided to a learner to inform the learner on his or her actual state of learning or performance". Therefore, peer and pair feedback can improve self-evaluation and better understanding of concepts being studied (Laudry, Jacobs, & Newton, 2015). Cresswell (2000) claims that exchanging students' writing assignment is an effective way to foster their learning ability and make them alert readers as they have to proofread reading their friends' assignments.

In doing research on Peer Correction in ESL Classroom, Sultana (2009) finds that ESL learners of Bangladesh are not yet ready for practicing peer feedback. Students still rely a lot on the teacher so they are not ready to get responsibility and authority either for themselves or their peers. Another study was done by Lin & Chien (2009). Their study on peer correction was done in a National University in Taiwan, Republic of China. The subjects were 16 volunteers who were given writing training and peer feedback activities. The results of the study revealed that most participants believed that peer feedback positively assisted their writing achievement in English. The peer feedback activities made them feel more relaxing and confident in the writing course. Students perceived that they would be able to have more insights and directions of writing as they learnt not only how to compose their own content in writing but also learn what the content created by their peers.

Similar study on the effectiveness of peer correction was done by Thongrin (2001). The participants of the study were 36 political science students who participated in the writing class, in the first semester at Thammasat University, Thailand. He assigned the students in two groups of Control and Experimental Groups. He compared the Control Group

who had their assignment corrected directly by the teacher and the Experimental Group who were taught by having peer correction combined with self-correction. The result revealed that students gave positive response toward peer and teacher corrected writing with the most preferred writing instruction was a combination of teacher, peer, and self-corrected techniques. The data were collected from the English writing achievement test, a pre-test and questionnaires. The study revealed that peer feedback technique was considered not only to help students study English better but also help them to improve their writing ability.

While Attay and Kurt (2007) had a research on the effect of the writing anxiety on Turkish prospective teachers of English. During the eight-week study, the Experimental Group that had been given a training on peer feedback was asked to work in pairs in their writing class. On the other hand, the Control Group received only teacher feedback on their essays. The result showed that the pair feedback groups experienced less writing anxiety than the teacher feedback group.

In the recent study, Gorjian, Khansir, and Sarkosh (2014) investigated whether there were any differences between the students' feedback modalities toward pair and peer feedback on improving their writing performance. The participants were assigned to two Experimental Groups (i.e. peer feedback with four students and pair feedback with two students) and a Control group (i.e. teacher feedback). Chi-square(X<sup>2</sup>) analysis showed that the students only had positive attitudes towards pair feedback while they significantly had negative attitudes toward individual feedback or teacher's feedback. This result illustrated that students preferred to work and do their assignments in small groups instead of getting teachers' feedback. While the statistical result showed that there were no significant differences between the pair, peer, and individual groups in terms of class performance. However, the mean score of peer group with four members was higher than other groups, pair and individual groups, but this difference was not significant.

So far, the effects on having feedback from pairs, peers and individual/teacher have already been given full attention in various countries. However, there has been little discussion about the effects on the peer and pair feedback in writing course on undergraduate students in Indonesia.

Recent research was conducted by Zainurrahman (2010) to investigate the impact of peer feedback on the students' narrative development and to investigate the students' responses toward peer feedback activities in the ESL writing classroom. The study was designed as a qualitative case study by employing purposive sampling of undergraduate students in a university in Bandung, Indonesia. The result proved that peer feedback is

beneficial and advantageous. Students found peer feedback is interesting alternatives beside teacher feedback.

The result of the previous research on peer and pair feedback encourages the researcher to try using peer and pair feedback in her writing classes, because there are still a lot of students who make various errors and mistakes when they write the recount composition. They still do not understand how to write a good recount composition with the appropriate content, vocabulary, idea, grammar and mechanics.

According to the higher education paradigm, learning paradigm, university students should explore and discover knowledge by themselves. Therefore, this study intends to focus on the effect of peer and pair feedback on students' recount writing instead of using teacher feedback by applying quantitative method as the previous study was in qualitative method.

The researcher is interested in evaluating the effect of peer and pair feedback on recount writing to find out whether peer feedback groups with four participants will get better recount writing achievement than pair feedback. A group with four participants will get the chances more to learn from their peer as they will exchange the assignment three times while the pair group will only exchange the assignment once.

The researcher is curious to know what the result is if the research is done in Indonesia, because the result of Gorjian, Khansir, and Sarkosh's (2014) research reveals that there is no significant difference between peer group with four members and pair group with two members in their writing achievement.

Besides, peer and pair feedback techniques seem to be suitable to be applied to the participants who need a lot of practice in group work as they are Hotel Management students. Doing peer and pair feedback activities will encourage students to share knowledge to their friends, help each other, and work cooperatively.

Hence, this research examines whether there is a significant difference between the peer and pair feedback on students' recount writing achievement.

### **Statement of the Problems**

This study tries to answer the following questions:

Is there a significant difference between the peer and pair feedback on students' recount writing achievement?

## **The Objective of the Study**

The aim of this study is formulated as follows:

To determine whether there is a significant difference between the peer and pair feedback on students' recount writing achievement.

## **The Significance of the Study**

The result of the study is expected to be of great significance not only to the lecturers who are teaching recount writing to undergraduate students but also to undergraduate students in improving their recount writing. Peer and pair feedback techniques are able to support new paradigm in higher education in which students should discover and explore knowledge by themselves.

Peer and pair feedback not only promote interaction among the students and develop their writing skill but also enables them to act critically and cooperatively. The students are able to promote each other's learning by helping, sharing and motivating to learn. By participating and interacting in class, students attitude towards learning and achievement in English be positively influenced.

This study is expected to give contribution to the possibility of applying feedback in recount writing for undergraduate students to improve students' writing skill. Peer and pair feedback techniques can increase students' motivation level. These techniques encourage students to be more active as they feel more comfortable learning by being instructed by their peers and pairs.

## **Theoretical Framework**

According to Richards and Smith (2013), peer feedback is a revising stage of writing in which students receive feedback about their writing from other students – their peers. Typically students work in pairs or small groups, read each other's composition and ask questions or give comments or suggestions. Through peer and pair feedback, students recognize their mistakes and learn how to cope with it.

Cooperative learning is a learning way in which the students learn in groups. In this type of learning the students interact with each other and build their social relationships. This type of learning can be connected to Vygotsky's socio-cultural theory – a theory that has produced the ideas of learning through social interaction and instruction and instructional collaborative problem-solving.

Cooperative learning teaches the students to participate in group work and to have group responsibilities as well as individual responsibilities. Cooperative learning not only increases the study skills of the student but also develops the communication skills.

There are five basic principles of cooperative learning proposed by Johnson and Johnson (1989). Teachers arrange positive interdependence by establishing mutual goals, joint rewards, shared resources, and assigned roles. In related to individual accountability teacher gives an individual test to assess each student's performance or group's learning by selecting one group member to represent the group. While in face-to-face interaction students help, share, and encourage each other to enhance each other's learning. Students sit face to face to discuss each aspect of the writing assignment. Related to interpersonal and small group skills, groups will function effectively if all groups are able to use collaborative skills including leadership, decision-making, communication, and conflict-management skills. Group processing gives specific time to maintain effective working relationships among members and to discuss the achievement of their goals.

Recount retells about past events experiences for the purpose of informing and entertaining. The events are usually arranged in temporal sequence. A recount writing consists of orientations which provide the setting and introduce the participants; events which describe series of event that happened in the past; and re-orientation which has optional closure of events.

There are 3 types of recount: personal recount that is retelling of an activity the writer/speaker has been personally involved in, such as: biography, autobiography; factual recount that report a particular accident, such as: report of a scientific experiment, police report, news report; imaginative recount that is telling an imaginative role and giving detail of events (Nursahid & Sudarso, 2011)

### **The Scope of the Study**

The current study will only examine the effect of peer and pair feedback on students' recount writing achievement. The focus of the study is on one of the genres namely recount writing because the participants write in recount for their writing skill during the first semester. The participants will receive pre-test, post-test and get treatment on peer and pair feedback on recount writing.

An analytic writing scale developed by Jacobs, Zinkgraf, Wormouth, Hartfiel, and Hughey (1981) and adapted by Hedgcock and Lefkowitz (1992) is applied to evaluate the data from the pre-test and post-test of the Experimental and Control Groups. The writing

scale has essential and principal components in writing namely content, organization, grammar, vocabulary, and mechanics on a 0- to 100-point scale.

The researcher applies the analytic scoring system because it evaluates the various components of the recount writing separately. The scoring system that has content, organization, grammar, vocabulary, and mechanics provides students with feedback of each component in their recount writing.

### **Assumption**

Before entering Hotel Management Program, students were selected by their level of English ability. As each student has different English ability, peer and pair feedback techniques are promoted to encourage students to share knowledge in recount writing.

As university students, students have background knowledge of recount writing since Junior High School. Therefore, the students are ready to learn independently with their peers and in pairs.

### **Definition of Key Terms**

Recount is a text that retells about past events or past experiences. Its purpose is either to inform or entertain the readers. The events are usually arranged in temporal sequence.

Pair feedback is a type of co-operating learning usually supplements the teacher's instruction by giving students opportunity to discuss information or practice skills originally presented by the teacher (Sarkosh et al., 2014). The pair group only has two members therefore they only exchange their assignment once.

Peer feedback is the use of peers as sources of information and interactions for one another in such a way that the learners themselves take roles or responsibilities which are normally taken by teachers in commenting or criticizing their writings or drafts (Liu & Hansen, 2005). In this study, the group with peer feedback has four members, therefore they exchange their assignment three times.

According to Behizadeh & Engelhard (2012) writing achievement is the students' recount writing after having participated in the recount writing class that is reflected in their grades.