THE ENGLISH DEPARTMENT STUDENTS' PERCEPTION ON THE USE OF PEER FEEDBACK IN ACADEMIC WRITING CLASS

A THESIS

By:

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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA

(July 2019)

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In Partial Fulfillment of the Requirements for *Sarjana Pendidikan* Degree in English Language Teaching

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(July 2019)

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Surabaya, 2 June 2019

The Researcher

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ABSTRACT

Rahmadani, T., N. 2019. *The English Department Students' Perception on the Use of Peer feedback in Academic Writing Class*, Widya Mandala Catholic University Surabaya.

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Keywords: Perception, Feedback, Peer Feedback, Academic Writing.

Writing is one of four skills that students have to master. Being able to write is important for English learners as well as for everyone using his/her first language. It means that writing is very important and it is also the basic skill to communicate with others. Writing can be said as the most difficult skill to be mastered. It can be difficult when the students do not have any idea what they will write. The students sometimes make mistakes because of their lack the knowledge of language components such as vocabulary and grammar. Since writing is considered as the most complex skills that should be mastered by the English learners, feedback is needed for the students to reduce their mistakes in writing. The most common feedback usually comes from teachers. However, the teachers sometimes have limited time to cover lots of material with the big number of students in the class, they use peer feedback as an alternative technique in the writing class.

The aim of this study is to find out the English Department students' perception on the use of peer feedback in the academic Writing class. This study is qualified into descriptive qualitative research. The data were collected using questionnaire and interview. There are 14 items of open-ended questions and three items of close-ended questions. The respondents of this study were 12 students in one class who took Writing C course in the academic year of 2018/2019.

The result of this study showed that 75% of the respondents agreed that they used the scoring rubric during the process of peer feedback. The majority of the respondents 92% agreed that peer feedback helped them to learn how to give constructive feedback. All of the respondents gave positive responses about peer feedback developing their awareness. 96% of the respondents gave positive responses that peer feedback could facilitate them to do collaboration. All of the respondents gave positive responses about peer feedback helping them learn more about revision by reading their peer's work and think critically.