

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

One of the important skills need to be mastered is writing since nowadays most people consider writing communication skill in every aspects. According to Nunan (2003:88), writing is a mental work about how to invent ideas, how to express and organize them into statements and paragraphs clearly so the readers can understand what ideas or feelings that writer want to express and impress. However, Myles (2002) explains that during writing process, organizing new ideas can be difficult (complex) since it involves transforming or reworking information (ideas) into a systematic written form that enables the readers can understand the information delivered by the writer well. According to Shehadeh (2011) in Khatib and Meihmami (2015: 205), there are some aspects that need to be mastered in order to have good writing skill, namely organization, content, grammar, vocabulary and mechanic of writing. Since writing has complex and systematic form, students face problems in learning writing. In this case, using feedback is necessary in the writing class. It can help students in reconstructing their writing knowledge and skill.

Feedback may come from teacher, other students (peer), and even themselves (student-self). Feedback that comes from other students is called as peer feedback. According to Ku Leuven (2018) states that peer feedback is

a collaborative learning between students that allows them to develop social communicative skill, such as how to negotiate diplomatically, give and accept comments, justify or support their point of view, and refuse and refute suggestions. According to Van den Berg, B. A. M., Admiraal, W. F. & Pilot, A. (2006) peer feedback can be conducted in oral and written way. Wahlstrom (2014: 2) states that oral (direct) feedback allows direct error corrections and also deep error explanation since it is conducted orally (directly). Based on the theories above, it can be drawn that oral peer feedback is a type of feedback in which allows students to have direct error corrections and deep error explanation by giving and accepting comments, justifying or supporting their point of view, and refusing or refuting suggestions orally and directly (face to face and immediately). Since they engage more in learning process, they will have great learning experience that allows them to have good memory and understanding about knowledge they learned. By giving and receiving oral peer feedback, they also may develop social and communication skill.

On the previous research entitled “Students’ Perceptions about the Use of Oral Feedback in EFL Classrooms” the researcher, Noora Pirhonen (2006) did a research to 93 upper secondary school students. The results of the study show that students want to receive feedback as part of English language teaching, and the students' feelings were positive in all respects. Oral peer feedback was respected slightly more than written feedback that most common students preferred to receive this feedback on their writing

assignment, especially on grammar aspect personally in the middle of classroom. Both positive and negative feedback were appreciated because the combination of both can help them to boost self-esteem and improve their motivation in learning.

Based on the background above, the researcher is interested in investigating the students' perception toward oral peer feedback in writing class. This research that is focused on both activities, giving and receiving feedback would be conducted to the sixth semester students of English Education Department at Universitas Muhammadiyah Purwokerto since they had already experience in using oral peer feedback in their previous writing classes. This research is expected that by knowing students' perception towards oral peer feedback, it will give a big influence, especially for teacher in adjusting the proper teaching strategies of using feedback in the writing learning process. As a result, the used feedback is able to improve their students' writing skill. Therefore, this study aims to find out the students' perception and reasons towards oral peer feedback in writing class as well in order to teacher able to adjust the proper teaching strategies of using feedback in the writing learning process as their students' perceptions and preferences.

## **B. Reasons of Choosing the Topic**

The reasons why the researcher chooses the topic "The Students' Perception towards Oral Peer Feedback in Writing Class" which becomes my concern in choosing the topic are:

1. Writing is one of productive skills for communication that is important to be mastered even though it has complex and systematic writing form.
2. Oral Peer feedback assists students to improve their writing skill since they will have direct and oral correction and deeper discussion comfortably with their friends by giving and receiving feedback, including correction, comment, and suggestion orally and directly.
3. Knowing students' perception towards the uses of feedback, especially oral peer feedback is important, especially for teacher in planning good learning process and helping students to acquire and construct their understanding about writing knowledge by themselves.

### **C. Problems of the Study**

Based on the background on study, the problems of this study can be stated as follow:

1. What is the students' perception towards oral peer feedback in writing class?
2. What are students' reasons of having the perception towards oral peer feedback in writing class?

### **D. Aims of the Study**

The aims of this study can be stated as follows :

1. to find out the students' perception towards oral peer feedback in writing class.

2. to find out students' reasons of having the perception about oral peer feedback in writing class.

#### **E. Clarification of the Study**

In this research there is a term that the writer needs to clearly define in order to avoid misunderstanding and ambiguity, namely oral peer feedback. Oral peer feedback is a type of feedback that enables learners to have roles and responsibilities in giving and receiving comments, suggestion, and corrections about each other learner's work of writing orally (directly). Besides that, justifying or supporting their point of view, and refusing or refuting suggestions orally (directly) are able to do by the students as the feedback giver and receiver during that process.

#### **F. Scope of the Study**

This study that discussing about students' perception toward oral peer feedback in writing class posses the scope of the study. The subject of research used is the six semester students of Universitas Muhammadiyah Purwokerto in academic year 2018/2019 who have ever experienced in giving and receiving oral peer feedback in writing class.

#### **G. Contribution of the Study**

If the proposed research is successful, there will be three main contributions for the teacher and other researchers.

1. to the teacher
  - a. to get information about students' perception towards oral peer feedback in writing class.
  - b. to evaluate the process of feedback use in class regarding to students' perception towards oral peer feedback in writing class.
2. to the other researchers

to inspire other researchers to conduct further researches about students' perception towards oral peer feedback or other topics related to feedback to enrich the existing study.

