

CHAPTER II

LITERATURE REVIEW

A. Perception

1. Definition of Perception

Demuth (2013) defines perception is about feelings, and ideas that allows people to create varieties contents of the world. Meanwhile, Devito (2009) in UK Essay (Nov 2018) defines perception as a fundamental process in all interpersonal communication in which people will perceive the information through five stages, such as stimulation, organization, interpretation-evaluation, memory, and recall.

- a. Stimulation. When something is happening, it results someone's attention. In this stage, people will connect sensory of stimulation with particular stimulus by processing and describing it through their sights, sound, smell and taste systematically.
- b. Organization. Perception is organized by rules and schemata. Perception is organized by rules when people see things physically, they will create a unit in their brain. Then, they will develop it from actual experiences and past experiences that they can obtain from daily activities or from television, reading or hearsay (Devito, 2009). Their brain will process this unit into a schema (general illustration). In processing the schema, sometimes people's brain makes a mistake because it allows their brain to see inexistence things.

- c. Interpretation-evaluation. After a schema (general illustration) is recognized, people will interpret and evaluate it. They can decide the meaning of this schema and how to react.
- d. Memory. People keep their every event in their memory. In this stage, people will keep their perception according to their schema in their brain. Then, they will connect it with their beliefs and personal experiences.
- e. Recall. In this stage, people need to recall events from actual and past experiences to make sure their perception. Persistent recall will improve the accuracy of their perception.

Based on the explanation about perception, we can conclude that perception is process of receiving, connecting, organizing, recalling, interpreting and evaluating information from human's outside environments that can be a start and source of sensual or intellectual cognition. While experiencing this process, people will involve in five stages of perception; stimulation, organization, interpretation-evaluation, memory, and recall.

2. Factors Influencing Perception

When people are trying to make perceptions by interpreting information from their environment, they mostly influenced by some factors. These factors lead them to react and take actions towards their perception. According to Smirti (2018), those factors are categorized into three main parts, such as factors in the perceiver, factors in the situation, and factors in the target.

a. Factors in the perceiver

- 1) Attitudes. Attitudes clearly may influence someone's perception. Good attitudes will raise good perception. On the contrary, bad attitude will raise bad one as well.
- 2) Motives. Each individual's motives are able to affect to their perception. The most urgent needs and desires may affect a perception.
- 3) Interests. Something becoming our deep interests can have role in our perceptive skill.
- 4) Experience. Experiences have important role in determining individual perception. It may increase and boost up perception and its accuracy.
- 5) Expectations. Expectations play a role in affecting perception. As an example, teacher will expect that students sitting on the last bench have worse behaviour than those sitting on the first bench.

b. Factors in the Target

- 1) Novelty. Both, a familiar and a novel (new) factors in our surrounding play a role in affecting perception. They may attract attention that will create a perception.
- 2) Motion. Besides novelty, motion will get more attention as well in moving objects. It allows someone to make perception.
- 3) Sounds. The frequency and volume have a big role in influencing someone's perceptive ability.

- 4) Size. Size is able to affect to perception. The larger things, the more it is to be perceived.
- 5) Background. Each individual has different background. It influences to perception differently.
- 6) Proximity (nearness). People tend to perceive the things that proximate to time easily and quickly.
- 7) Similarity. The same-looked things tend to be easy to be perceived.

c. Factors in the Situation

- 1) Time. Time affects someone's perception as well. As an example, people read book early in the morning will understand and perceive the knowledge easily and quickly.
- 2) Work setting. Work setting determines someone's perception. If learning process is comfortable and peaceful, people will understand and perceive the subject (the knowledge) easily and quickly.
- 3) Social setting. The same with work setting, social setting also plays a role in someone's perceptive ability. As an example, a lady wearing sexy clothes in school will cause more attention than in a disco. Since it causes attention, of course it will cause perception as well.

Based on those statements, it can be inferred that someone's perceptions are affected by three main factors categories including factors in the perceiver, factors in the situation, and factors in the target. Firstly, factors in the perceiver include attitude, motives, interests, experiences, expectations. Secondly, factors in the situation include time, work setting,

and social setting. Last, factors in the target include novelty, motion, sounds, size, background, proximity, and similarity.

B. Learning Writing

1. Definition Learning and Writing

Each individual experiences a learning process. They learn a new thing from both their or other people's past experiences. In this process, individual remembers and understands why something happens. In addition, National School Improvement Network (NSIN, 2002:1) defines learning as a reflective activity that allows learners to understand and evaluate their present, plan action for their future, and conceive new knowledge according to their past experiences. Based on the theory, it can be inferred that learning is a reflective process relating to learners' past, present and future. This process enables learners to obtain and develop new inputs both knowledge and skills and take actions for that.

Basically, writing is one of skills that people need to learn since written form is used in particular situation. Colmas (2002:1) states that nowadays, writing is more important than ever. Nowadays, most of communication is conducted in written form in all aspects. He defines that writing is not only allows people to relate their past, but also a critical skill for determining their future. In other hand, 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. He also states that writing is both a process and product. It is the cyclical process of imagining, organising, drafting, editing, reading, and rereading. Moreover, it is also a product of an essay, letter, story, or research report. Based on the definition, we can conclude that writing is an activity and its result as a text that allows someone to express and impress their ideas or feelings by imagining, organising, drafting, editing, reading, and rereading.

After knowing the definition of learning and writing, it can drawn that learning writing as a reflective activity that allows learners to develop their writing skill by finding ideas and feelings, then express and organize them into statements and paragraphs to be a written work. This activity also allows learners to draft and edit their work in order to result good written work.

2. Aspect of Writing

Writing belongs to complex skill to be mastered. There are some aspects that should be considered and comprehended while writing. According to Shehadeh (2011) in Khatib and Meihmami (2015: 205), there are five aspects support a good writing; they are organization, content, grammar, vocabulary and mechanic of writing. All of those components are a unity to make a good writing.

a. Content. This aspect allows writer to generate their thoughts/ideas and provide detail ideas or information to support the main ideas. Content as

aspect of writing includes coverage of topic, relevance of details, substance, and quantity of details.

- b. Organization. While writing, a writer needs to express ideas clearly, effectively, and cohesively, and in well-organized. Writing organization covers fluency of expression, clarity in the statement of ideas, support, organization of ideas, sequencing and development of ideas.
- c. Grammar. Since grammar is the structural rules of sentence, it is important aspect in writing. This aspect includes the use of sentence structures and constructions, accuracy and correctness in the use of agreement, effectiveness in transmission of meaning.
- d. Vocabulary. Use word/idioms effectively need to be considered by writer while writing. The writer needs to consider some matters, such as range, accuracy of word/idiom choice, mastery of word forms, appropriateness of register, effectiveness in transmission of meaning.
- e. Mechanics of writing. Using of correct English writing is necessary for writer to have a good writing. As writing aspect, mechanics of writing covers conventions of spelling, punctuation, capitalization, and paragraph indentation.

According to explanation above, we can infer that writing is one of productive skills that have a complex form. While writing, a writer needs to consider some aspects. Those aspects are classified into five main categories, such as content, organization, grammar, vocabulary, and

mechanics of writing. Those various main aspects support writer to have good writing.

3. Steps of Writing Process

Writing is not an instant result. It needs a process. In a writing process, it has some certain steps that should be followed by writers. According to Valencia (2002: 75-81), there are five main writing steps, includes prewriting, gathering information, ordering information, arranging information, and revising the writing. In prewriting step, he divides various matters as considerations for a writer, such as the purpose of writing, audience, the subject, attitude and tone, as well as audience limitation. Moreover, according to Hedge (2005:51) in Alves (2008:5), he classifies them into more detail and chronological activities. Those activities may be described as getting ideas together, planning and outlining, making notes, making a first draft, revising, replanning, and redrafting, as well as editing and getting ready for publication.

According to those statements, we may take a conclusion that process of writing is a crucial stage in making a writing. In this stage, there are certain steps that should be followed by a writer. Those steps can be described as prewriting includes identifying of the purpose of writing, audience, the subject, attitude and tone, as well as audience limitation; getting ideas; planning and outlining includes making notes, ordering, arranging ideas and making notes, drafting, revising; and publication.

C. Feedback

Feedback is an important element in learning process. It is such a correction in specific descriptions and suggestions toward a work. Brookhart (2008: 1) defines feedback as a kind of crucial component of formative assessment process that may give information about how students are doing relates to learning goals. Meanwhile according to Hattie and Timperley (2007: 81) feedback may give the most powerful influences in someone's learning and achievement.

Feedback has various kinds. Based on New South Wales (NSW) Education and Communities (2015: 1-5), types of feedback are described as follow.

1. Oral and Written Feedback

Oral feedback allows an interaction of giving and receiving feedback orally (directly) that may be very powerful and effective tools for teachable moments between the both sides (giver and receiver). While written feedback allows an interaction of giving and receiving feedback indirectly in the different time that enables the receiver thinks the answer through written feedback.

2. Feedback During and After Learning

Feedback during learning enables students to obtain the feedback immediately and realize their improvement during the learning process. It is often more effective for learning experience in which they will connect the feedback and the material directly on the learning process. In the other hand,

feedback after learning allows students get difficulties in improving their work since they will get feedback indirectly after the learning process end.

3. Evaluative and Descriptive Feedback

Evaluative feedback is feedback that expresses a judgement and comment about students' achievement, such as "well done", "good job", "need work". Students are not told about the information and guidance how to improve. While descriptive feedback allows students to have more specific and detail information about their learning. As a result, they will know which knowledge or skill that they need to improve.

4. Informal and Formal Feedback

Informal feedback may provide effective feedback since it allows students to get the feedback when doing the task in order to have the right directions. As a result, it may enhance their learning. Meanwhile formal feedback is kind of feedback that allows students to have planed and structured feedback. They may meet the corrector (teacher) a day or a week depends on their projects, deadlines, and needs.

5. Peer Feedback, Teacher Feedback, and Self-feedback (Reflection/evaluation)

Peer feedback provides students to have opportunity to give and receive comments and corrections towards about the work of each. It enables students to have deeper understanding about the learning goals. On the other hand, teacher feedback provides teacher to have responsibility in giving corrections, comments, and suggestions about their students' work. It

indicates students depend more about their learning on teacher. Meanwhile self-feedback allows students to become more independent. They have responsibility over their learning. However, the teacher still has a chance to give direction and teach them through explicit modelling and instructions.

According to the explanation, it can be concluded that feedback is such a vital component in students' learning and achievement. It may be a great source for students to get knowledge. Generally, feedback has various types, such as oral and written feedback, feedback during and after learning, evaluative and descriptive feedback, informal and formal feedback, as well as peer feedback, teacher feedback and self-feedback (reflection/evaluation).

D. Oral Peer Feedback

Oral peer feedback is a type of feedback. It is a combination between oral feedback and peer feedback. In simple way, it can be known as feedback that is from students to another and conducted orally (directly). Wahlstrom (2014: 2) states that oral (direct) feedback allows direct error corrections and also deep error explanation since it is conducted orally (directly), so it may lead to effective and efficient learning. Hyland & Hyland (2006) states that oral feedback has various forms include questions, imperatives, praises, and suggestions. Whereas, for peer feedback, Ku Leuven (2018) defines as a collaborative learning among 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. It provides students to have opportunity to give and receive feedback about each work. Moreover, he stated that peer feedback both is conducted in oral and written also can help students to improve their language use, including improving their skill in writing. Then, Smith (2013: 124) stated that peer mentoring programme that in which includes peer feedback learning could assists students to recall their certain knowledge through discussion. Furthermore, since this type of feedback enables them to have deep discussion, they may improve critical thinking.

Giving and receiving peer feedback in the classroom could happen during and after the task. Tsui and Ng (2000: 151-152) that peer feedback could occur during the process of the writer makes his/her own writing (during the task). Moreover, Boyle (2015) states that peer feedback both oral and written could happen also after the writer completely finished their writing (after the task).

From those statements, we can make a conclusion that oral peer feedback is a feedback that allows a student to give and receive comments and corrections to and from another student orally. This feedback enables students to have responsibility towards their own learning. Moreover, since it provides students to have deep discussion, so it may be effective way for students to get knowledge and achieve their improvement.

E. Previous Study

Knowing students perception towards feedback use in writing class is important. One of feedback used in writing class is oral peer feedback. It has been one of the interesting topics to be conducted as a research. In conducting the research, each researcher has their own style in expressing their ideas, collecting the data, generating their findings, and also drawing the conclusion. The researcher of this research found out two researches that has the same to the topic. They are obtained from thesis and educational journal.

The first research comes from Noora Pirhonen with her Master's thesis entitled "Students' Perceptions about the Use of Oral Feedback in EFL Classrooms", a descriptive (survey) study conducted to 93 high school students in the Eastern Finnish high school. In her thesis, she discussed about the students' perspective toward oral feedback in EFL classroom. The purpose of this study is to find out the perspectives and opinions of students studying in high school in general regarding feedback. The focus was on oral feedback, and the study sought to find out when, how and how much oral feedback is given in English at high school, and what kind of oral feedback the high school students would like to receive, and which language areas. The researcher took 93 high school students in the Eastern Finnish high school as the participants. She used a questionnaire consisting of claims and two open questions as the instruments in collecting the data. All participants filled the questionnaire at the same time on paper, after which the results were fed to the computer and distributed to more detailed sub-categories. Data was interpreted by means of

content analysis and SPSS. 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 writing and grammar 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.

In addition, the other researcher from Japan, Kyoko Orita Yoshikawa also published his journal about his research that has the same topic with the previous research. Through his journal entitled “Students’ Perceptions on Giving Peer Feedback in an EFL Writing and its Implications”, he conducted the research to 73 first-year Japanese senior high school students. The students were divided into two levels according to their English proficiency (intermediate and advanced). All of participants took four 50-minute EFL classes per week that taught by the researcher. In collecting the data, the researcher used peer evaluation sheet, questionnaire, interview notes, and observation notes. Through this qualitative case study, he showed that the students had positive perception toward giving peer feedback and recognized the benefits. The students argued that giving peer feedback improved their English skill in reviewing their owned English use, and applying the knowledge they had learned from giving oral peer feedback in making their own writing. However, while giving oral peer feedback, they were still

intolerant and not care toward essays that were written in non-standard English. They needed to develop tolerance and perseverance in dealing with non-standard English.

From the explanation above about some previous researches, both previous researches contribute much to this study since they provided about how students' perception toward oral peer feedback in writing class. Nevertheless, there are differences between the second previous study and my research in choosing instrument. In second previous study that had been described above, not only the researcher used questionnaire and interview, but he also used peer evaluation sheet and observation note. Meanwhile I used both observation and interview as the instruments to collect the data.

F. Basic Assumption

Writing is such an activity to share ideas, feelings, and thoughts in organized readable written form. It is one of productive skills that important for students to master. However, this skill belongs to one of the hard skills to be mastered considering it has a complex and systematic form. To master this skill, students need to consider some aspects, such as organization, content, vocabulary, grammar, and mechanic of writing. Lacking of mastering these aspects allows students to have some difficulties in writing. They need guidance and suggestion from other people, such as their teacher or their peers. In this case, they usually use feedback to help students in writing.

One of feedback that possible to be used is oral peer feedback, a feedback that is from the students and conducted orally. Through this feedback, students' skill will be better since they learn it by themselves through giving feedback about their friends' work and receiving feedback about their own work. When giving the feedback, they will find out the mistakes and errors by themselves then try to give correction and suggestion orally about them that allows students to have a great learning experience. When receiving the feedback, they will receive the feedback orally that enabled them to get clear feedback and knowledge about their mistakes. By giving and receiving the feedback orally (directly), they will have deeper discussion that help them to improve their writing work quality and skill as well.

Knowing students' perception towards oral peer feedback in writing class is important. It may have a big influence, especially for teacher. By knowing students' perception towards oral peer feedback, teacher will have no difficulties in adjusting the proper teaching strategies of giving feedback in the writing learning process. As a result, their feedback is able to improve their students' writing skill. So, from the explanation above, the researcher assumes that each student has own perception about using oral peer feedback in writing class. Therefore, this study aims to find out the students' perception and reasons towards oral peer feedback in writing class in order that teacher able to adjust the proper teaching strategies of feedback use in the writing learning process as their students' perception and preference.