

# CHAPTER I

## INTRODUCTION

### A. Background of The Research

Language is the tool for human beings to communicate with other people. Language becomes a unifying human being because various people live in different parts of the world and have their mother tongue. As Parupalli (2017) states, there is a need for a common language to exchange their views, opinions, ideas, information, messages, etc., with people worldwide. English is of enormous use in international touch in the world, especially in education. In the 21st century that needs to be mastered include critical thinking skills, problem-solving skills, creative thinking skills, decision-making skills, reflective reading and writing skills, communication skills, both orally and in writing. These skills are always expected to be developed in learning. Thus, those students can face the challenges of the global world (Suryandari, 2016). Writing skills as one of the language skills that need to be improved and practiced. Through writing, the students can express their ideas and thoughts in written form. (Anggraeni & Jolanda, 2018).

In English, four skills must be mastered by English learners like writing, speaking, listening, and reading. But, writing is more complex than others. In writing, the spelling system of words in the English language is entirely different from its pronunciation. As Alsaawi (2015) said, poor spelling makes a wrong impression and inhibits communication. It could say that writing occupies the first place of the most challenging skills. Writing is a process for making ideas through

the feelings or experiences of the writer that the reader can understand the message. In the learning process, writing allows the students to express their views freely by using language patterns. Then, students have several difficulties in writing. Therefore, their abilities are still low. Hinkel (2004) states that writing is one of the language skills to share what students think. Writing expresses students' ideas with the hardest ever because they cannot write well when they do not have any ideas. Then, Bryne (1988) in Pratiwi (2016) stated that the problems that make writing difficult are divided into three categories. The first is in the Linguistic, second is Cognitive and the last is Physiological aspects. Murcia (2000) also states that writing is a higher level of productive language control than other skills. Thus, writing is often perceived as the most challenging skill. Writing is the mental work of inventing the ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader Nunan (2003). Therefore, writing is an essential skill that students must master. In writing, there are some aspects necessary to understand by students also like getting the vocabulary, the context of the text, grammar, and punctuation. Hence, this skill is more complex than others and difficult for students to master it.

Actually, making some mistakes is a part of learning, and correction is a part of teaching. In writing, students need someone to correct their paper to make it more objective. One of them is the peer-review technique. Peer review is one way for us to develop our writing skills. As Ma'rifatul (2017) states, students think that peer review can help them improve their writing skills. Students have more chances to provide each other with productive feedback and improve the students'

critical thinking. So when students write again, the possible consequences of making the same mistakes as before are more petite. Both the teacher or peer can do peer reviews. Srichanyachon (2012) states that teacher written feedback or handwritten commentary is the primary technique to respond to the student's essays to assist students in writing development. Teacher-written comments on the students' drafts indicate problems and suggest an improvement for future papers. According to Ferris (2007) that the indicators of peer review technique on the first draft are (vocabulary choice, organization, writing style, and ideas) and the final ones are (spelling, punctuation, and grammar). Thus, these processes of peer review are essential in the writing process.

Peer review is the proper technique for teaching English. As Farrah (2012) states, students like getting precious experience after peer reviews. Then, students can increase critical thinking, self-confidence, creativity, and motivation from peers or teachers. Thus, in several university courses in writing, many lecturers use this technique to improve their writing skills. Students are familiar with peer review techniques in their learning. Peer review is critical to increasing the effectiveness of someone's writing. In this technique, the rule of peer review is to give feedback, to make excellent progress in their writing. That adds an essential point in terms of being able to encourage students to develop their skills. Therefore, this research focuses on the students' perception on the use of peer review in writing.

## **B. Problems of The Research**

Based on the research, the problems of this study can be formulated as follows: "What is the students' perception on the use of peer review in writing?"

## **C. The Objectives of the Research**

The aim of the research is follows: "Students' perception on the use of peer review in writing".

## **D. Reasons for Choosing the Research**

There are some reasons why the researcher chooses this research:

1. Peer review is essential to keeping the objectivity in the writing,
2. Peer review can help students to write well,
3. Writing is an important skill that students should be mastered.

## **E. Significance of the Research**

1. For the students, this research is very useful for the students. Technique Peer Review can help the student to develop their writing skill. With using peer review student can be understand what mistakes the students did in their writing and students can repair their writing in good sentences, grammar, vocabulary, and many more.
2. For the teachers and lecturers, this technique is one of the technique which is lecturers can use. So, the teachers or lecturers can increase their knowledge about this technique to consider the use of technique peer review in writing.

3. For the researcher, in this case the researcher can deeply understand about the use of technique peer review in writing. Then, the result of research becomes references also.
4. For the readers, the researcher hopes this research will give new information and give an idea about students' perceptions of the use technique peer review in writing. It means this study expect that it becomes additional references for the readers.

## **F. Definition of Key Term**

### **1. Perceptions**

According to Longman Dictionary of Contemporary English in Ou (2017) states that perceptions are the way you think about something and your idea of what it is like, then the way that you notice things with your senses of sight, hearing, and the last is the natural ability to understand or notice things quickly.

### **2. Writing**

Listiani (2016) states that writing is one of the language skills is needed to communicate with thoughts and feelings communicated in written form. Writing will be easy to understand if all the proper elements of writing are included, such as grammar, content, and arrangement of ideas, vocabulary, and mechanics of the writing.

### **3. Technique Peer Review**

Najogi & Adnan (2019) States that Peer Review is a collaborative learning type which each student is not only getting their feedback in the form of correction, but also comment on their peer works, then shares the information or ideas and discuss what the mistake they have made in their writing to be better.

