

CHAPTER II

THEORETICAL REVIEW

A. Perceptions

Perception is someone's thoughts from many points of view. In Perception, there are differences in someone's opinion that often occur between one person and another. Perception depends on how people respond to the same object, but they can have different thoughts and even have the same ideas. They can have some perceptions or beliefs such as liking or disliking a thing, positive or negative thoughts, or even good or bad thoughts. According to Chen (2003), Perception is essential for evaluating the effectiveness of teaching. In research, perceptions are noteworthy and highly recommended. Perceptions are needed for the evaluation activities for students to determine the effectiveness of learning using technique peer review. So many definitions of Perception exist in psychological science. It means that Perception is very tightly with someone's thoughts.

In perceptions, there is something unique view from one person and another. As explained by McDonald (2011), Perception is a uniquely individual experience; someone can only draw in their mind from what is known by them. Perception is a multifaceted concept that is as complex as the human mind itself. According to Ou (2017), Perception has varied thoughts because people hold different values, beliefs, worldviews, etc. The various ideas caused someone to have other reviews and even the same opinions on the same object. Different cultures and world views influence them. Hence, Perception deals with

developing both objective and subjective meanings of events, people, objects, or cultures that affect people's perceptions in their mindset. According to Ou (2017) perceptions process consists of three stages: selection, organization, and interpretation.

1. Selection

Selection is the first stage in the process of Perception. We can convert the environmental stimuli into meaningful experiences. In this life, humans will dig to seek knowledge or find out the inspirations from various sides to make some thoughts in their mind and even get the knowledge or information that one day becomes a provision for them to stimulate a perception to others. When someone gets information from any attractive aspect, it will automatically, unconsciously, and consciously bring that information into our minds. But humans have limitations in receiving attention to all things in their environment; the only stimuli that they consider relevant will give attention to enter the next stage, Wood (2007).

2. Organization

The second stage in the perception process is organization. After selecting what information the human mind will digest, they will organize the information. Organize it by classifying the data against the meanings they have and the interpretations they have. After selecting data from the outside world, we need to organize it by finding specific patterns that are meaningful. First, the organizing process provides humans with a structure of Perception.

We always put the raw stimuli from the outside world into structured, meaningful experiences. Second, the process shows that human Perception has stability. After selecting a trigger and putting it into a category, the selected stimulus becomes long-lasting.

3. Interpretation

The third stage in Perception is interpretation, which refers to attaching meaning to select the stimuli. At this stage, conclusions are formed. This stage is very subjective and is influenced by various personal factors, DeVito (2006). That means everyone can have different meanings/perceptions depending on what they have previously digested. So here, everyone has the right to give something different from other people's thoughts and even the same thoughts as others, which means that it has various perceptions that appear.

B. Writing

1. Definitions of Writing

Writing is a way for someone to communicate by using words, sentences or even symbols. Thus the readers can understand the meaning of the writing. Writing is closely related to a person's thinking process to be able to get the ideas that will be put in their writing. According to Caroline (2005) writing is a combination of process and product. The process refers to the act of gathering many ideas, and the product refers to the result of the ideas that putting in writing,

then it can be understood by the reader well. Writing is the process how to produce a written product. The process involves a series of thinking activities in which the writers have to transform their ideas coherently and cohesively into written text.

In teaching writing, the teacher does not only prepare the techniques and the material to teach but also involves the students in those every writing process. According to Harmer (2004) Writing is frequently useful as preparation for some other activity. It is a process of finding and organizing ideas, write them down on the papers, and revising them. Richards (2002) also states that the most difficult skill that has to be mastered is writing skill. The difficulty is not only in translating the ideas into written texts but also in producing and organizing ideas to be better writing.

Writing is one of the important skills in English that students can explore and share ideas, knowledge, and experiences as well as expressing their feelings and thinking in their writing. According to Yaacob (2016) the lack of understanding of knowledge in writing approaches and strategies contributed to the writing problem, it causes that writing is the most difficult skill than others that proficiency in mastering English, especially among high school and university graduates. They still have low skills when expressing their ideas in writing Lie (2007). According to Nunan (2003) writing is also 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. Thus, writing is an important skill that must be mastered by the students.

2. Problems of Writing

The problems of writing often occur in schools or even universities. It is caused by some factors that influence such as mastering grammar, vocabulary, pronunciation, punctuation, contents and context, coherence and cohesion, organization, spelling, and many more that are related to the writing. Bryne (1988) in Pratiwi (2016) stated that the problems that make writing difficult are divided into three categories. The first is in the Linguistic, Linguistics aspect belonging to grammar, vocabulary, language use, and choice of a sentence in writing. Grammar is a set of rules that help the students to construct sentences that make sense and are acceptable Farbrain & Whinch in Hidayati (2018). Then vocabulary also has an essential role. According to Hartfiel, et al in Hidayati (2018) stated that vocabulary is related to the English words that chosen by students to express their ideas in their writing. The second is in Physiological, which focuses more on the writer's difficulty because there is no direct interaction and feedback from the reader when they are writing. This difficulty focuses more on the difficulty in developing written material or content of the composition. The third is in Cognitive. Writing has to be thought through formal instruction like spelling, punctuation, capitalization, and paragraphing. Thus, when students pay attention to these three categories in their writing, they can do good writing.

On the other hand, sometimes the teacher gives students some themes which they do not understand and master, which can cause them to lose their ideas or sentences that will be written. Tho (2000a) states that writers have a difficult situation where they can lose their ideas and even they do not know what to write

about. Besides that, in writing, according to Tho (2000b), also being at a loss for ideas is a familiar experience for most of us when we write text. Therefore, writing is one of the skills to be mastered by the students because writing is the hardest skill in English. Moreover, there are the difficulties of writing can be influenced by several factors. Maysuroh & Maryadi (2017) stated, there are three factors problems of writing. The first one is lack of practice, which means that student's lack of willingness to write causes their writing to be still low. Therefore their writing skills are still needed to revise. Students need more effort to be able to improve their writing skills both at home and in the classroom. Students need to write as frequently and regularly as possible to make it a "routine writing workout" Uduma (2011). As a result, the students felt the benefit of exploring their ideas in written form.

The second is low motivation. Most of the students thought that writing is the hardest skill. According to Fareed, et al (2016), the difficulties of their writing are common in less of ideas that put in the writing form, and they will not be able to put any ideas through their pen onto the page. Therefore, students have less interest and willingness in writing. Then, motivation is a very complex thing. Hence, teachers must give more attention and motivation to students than others. According to Atkinson (2002) motivation means a cluster of factors that energizes someone's behavior and gives them direction. Otherwise, students will lose the opportunity to be able to write well.

The last is about time allocation, another factor that contributes to students' problem in writing are the processes of writing that demanded time not only to

write the text but also to think the ideas about the text that will put into becoming good sentences and paragraphs. After that, they need to revise the text with their peer or maybe teacher thus, the text will be better than before. So that is why the students could not finish it in the classroom at the time it was over. For this reason, the teacher gave a chance to the students to continue their writing at home. Thus, it needs more time when we do the writing. The difficulties of writing can be called a non-linguistic part. According to Effendi & Mu'in (2018) states that non-linguistic problems are problems that do not originate from the inside of the language but come from the outside language or language external factors. Thus, it is related to the lack of practice, low motivation, and time allocation.

3. Processes of Writing

Peer review involves certain activities on writing. The processes of writing should not be forgotten. This is an effort to make writing better in terms of structure and content. It is also in line with what Harmer (2004) stated that it suggested the four main elements of the writing process. They are planning, drafting, editing, and final version.

a. Planning

Planning is the basic element role in the writing process. In this process, the writer plans what they are going to write. Moreover, the writer can also do brainstorming. They can generate some ideas or opinions that they will express on the paper. A proper-guided brainstorm can lead the students and

increase their confidence. Hence, they will enter into further writing steps without worry and hesitation.

b. Drafting

Drafting is a process of compiling activities starting from planning and preparation techniques that the writer must change and develop it again to be better. The writer can add more information, reducing information, giving an alternative to write, and so on. Drafting can guide and organize the students to immediately write down their ideas on paper. The essential things in this step are the students write the ideas on their paper without having to pay attention to the correctness, grammar, vocabulary, and many more. Then the teacher can lead the students to review their draft on which they can add, reduce, or alter their ideas on the draft.

c. Editing (Reflecting and Revising)

In the editing step, the draft that the students made needs to be edited in order to produce the best final version. The teacher or peer can help the writer to reflect and revise the draft. The peer can give suggestions or comments that can help the writer to make the best and appropriate revisions. Moreover, the teacher or peer can give some feedback both spoken or handwritten to the student because they need some reviews and opinions regarding the draft that they made. After that, the students can reorganize their draft to make it more readable and legible to the reader again after revisions.

d. Final Version

The final version is the last step in writing. After students take several steps to improve their writing, at the last stage, they have to correct their writing one more time towards the final revision. Thus, the text they made more readable and understandable by the reader after revisions.

4. Characteristic of Good Writing

Writing has become a challenge for many writers in order to produce a good writing product. To be able to do good writing, students must pay attention to the characteristics of writing. According to Cynthia (2008), Characteristic of good writing are:

a. Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can understand your idea easily. The principles for orders depend on the type of paragraph you are writing.

b. Cohesions

Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other

in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices.

c. Unity

The final characteristic of a well written paragraph is unity. All the supporting sentences should relate to the topic sentence.

C. Peer Review Technique

1. Definitions of Peer Review

Peer review is one of the processes to correct inaccurate students writing. With peer review, it will be easier for students to find out what is wrong in their writing and correct it to be better. Actually, peer review has many different names. According to Ong & Zhang (2010) peer review is also called peer feedback, peer response, peer editing, peer comment, peer revision, and peer evaluation. Meanwhile, all of these names have one meaning and purpose.

Peer review is one of the strategies to improve the quality of writing. Furthermore, peer review is evaluating students writing by correcting their writing such as grammar, vocabulary, coherence, and many more. Ferris (2007) states that students agreed to apply for peer review on the first draft (vocabulary choice, organization, writing style, and ideas) and the final one is (spelling, punctuation, and grammar). Peer review is very useful to change the students' work to get better results in writing. According to Diab (2006) peer review also helps students be self-reviewing by correcting friends' grammar mistakes. Some grammatical

mistakes, for example, word forms, diction, spelling, functional position of words, punctuation, and conjunctions, are some common mistakes made by many students and are easily found and are corrected by peer students. Hence, peer review can provide good feedback to the students, which is it can give improved writing for the students to be better in writing.

In reviewing students writing, the reviewer can use the written technique by crossing out and adding the words, punctuation, grammar, vocabulary or more to be better. Moreover, the reviewer or peer also can use spoken techniques directly to commenting, advising in students' writing. As explained by Chisholm (2006), the responses in peer review could be written and spoken. Moreover, peer review is a stress-reduced activity. Students may check, discuss, and evaluate their work with peer students without being afraid of the grade from teachers Yang, Badger, & Yu (2006). It means that in the process of peer review, when someone is revising students' writing, it is not related to the grade of the student does. Thus, a reviewer or peer no needs to be afraid in reviewing the students' writing.

2. Advantages and Disadvantages of Peer Review

In the peer review technique, there are many things that students can learn related to the revisions made by peers in their writing. Therefore, peer review technique has both advantages and disadvantages that students must learn. According to Wakabayashi (2013), through peer review, learners engage in critical evaluation of peer text for the purpose of exchanging help for revision. Because learners can learn more about their writing and revision by reading other's

drafts critically of what makes writing successful, it can be effective for students enhancing the writing. Tynjala & Mason in Febriyanto (2018) also argue that the review process gives students the opportunity to practice their new strategy and have the opportunity to receive feedback so they can train their experience.

Peer review has been advocated in several studies for a number of benefits. For example, Hyland in Bijami (2013) mentions that peer review encourages the student to participate in the classroom activity and makes them less passively teacher-dependent. Moreover, using peer review can lead to less writing apprehension and more confidence, as well as establish a social context for writing. Yang, et al (2006) also adds that peer review is beneficial in developing critical thinking, learner autonomy and social interaction among students. More importantly, the practice of peer review allows students to receive more individual comments as well as giving reviewers the opportunity to practice and develop different language skills.

Despite its perceived benefits, some researchers found that peer review has disadvantages too. A number of studies challenged the strong positive comments about peer review and cautioned that some peers are likely to comment on surface errors and give advice that does not help their revision. Tsui and Ng (2000) stated almost all students prefer to the teacher's review than peer's review. The main reason is they assume that teacher is the one who is qualified to provide them with useful comments than a peer. So the teacher is defined as the only source of authority for giving suitable comments. Saito and Fujita (2004) stated that a number of studies indicate that there are a number of biases associated with

peer review, including friendship, reference, purpose, and others, that can make bias. Another issue of concern is that most peer reviews focused on product rather than the processes of writing, and many students focused on sentence-level errors (local errors) rather than on the content and ideas (global errors) (Storch, 2004). Then in peer review the last disadvantage is time allocation. Processes of writing demanded time not only to write the text but also to think the ideas about the text that will they put into becoming sentences then to become some paragraphs. After that, their writing also needs to revise by the teacher or peer. It can waste time allocation.

3. Types of Peer Review

Types of peer review have an important role in writing. In each type of peer review has a different form. According to Kiron & Alexander (2018) there are several types of technique peer review:

a. Single-Blinded

Reviewers are aware of the author's identities, but the author is not aware of the reviewers' identities. This is the most common form of peer review in journal.

b. Double-Blinded

Reviewers are not aware of the authors' identities, and the authors are not aware too of the reviewers' identities, for example in the journal of social science and humanities.

c. Open Peer Review

Reviewers are aware of the authors' identities, and authors are also aware of the reviewers' identities. This method might have the disadvantage of being biased in reviewing the writing because both of them know each other—this technique is commonly used in academic classes.

d. Post publication Peer Review

This is a newer form of peer review. This reviewer give feedback after publication. It means that after publication, reviewer can review with comment on the platform. Manuscripts or “preprints” that have not yet been peer-reviewed can be published on “preprint servers” as scientific organizations such as the Medical Research Council (2017) said.

e. Collaborative Peer Review

★ During the peer review process, peer reviewers can view each other's comments, interact, and produce a final peer review report. This has been investigated by Elsevier, in the journals *Molecular Cell*, *Neuron*, and *Cell* (2017). Collaborative peer review can be done by one or more reviewers and author while doing peer review.

D. Previous Study

1. The study entitles *“The Effectiveness of Written Peer Review Towards English 3 Students' Writing Skill”* by Ma'rifatul Fadhilah (2017)

The students are expected to be able to write text. Through classroom action research implementing peer review, the students' writing ability had been improved well. Students think that peer review can help the students to improve their writing skill. Students have more chance to provide each other's with constructive feedback, and can improve the students' critical thinking. Therefore, this research focuses on the students' perception on the use of peer review in writing.

2. The study entitles "*The Impact of Peer Feedback on Improving the Writing Skills Among Hebron University Students*" Farrah, Mohammed (2012)

The research shows that peer review is the right technique for teaching English because students like getting precious experience after doing peer review, then students can also increase critical thinking, self-confidence, creativity, and motivation of their peers or teachers. This shows that the technique is effective for use in teaching English, especially in universities at Department of English Teaching. Students are familiar with peer review techniques in their learning. In several courses at universities in writing, many lecturers use this technique to be able to improve their writing skills to be better. Peer review is very important to increase the effectiveness of someone's writing because in this technique, the rules of peer review is giving feedback and it has the potential to make excellent progress in their writing.