

CHAPTER I

INTRODUCTION

A. Research Background

Writing is one of the difficult skills that many students face. According to Salma (2015) among the four English language skills, reading, writing, speaking, and listening, the skill that is perceived to be the most difficult is writing and that is particularly applicable when English becomes a foreign language. Students are expected to be able to write well and understand the aspects that must be considered. There are several things that need to be considered and mastered in writing, particularly in English as a foreign language, such as vocabulary, punctuation, and grammar (Usman, 2015). However, it does not rule out the possibility that even though they have paid attention to these aspects, students still feel unsure of their writing results and quality. According to Cahyono and Amrina (2016), the help of others is necessary to ensure the quality of students' writing because it is basically a challenge for EFL students to control their own writing the help is the feedback provided by others that typically those who are in the the same class, teachers and students.

Feedback is currently obtained from other sources that students can play an active role in it, so that the quality of the student involvement process can also be considered, not only focusing on the quality of input provided by the teacher (Henderson et al, 2019). A source of feedback that can be done where students are actively involved directly is peer feedback. Peer feedback transforms traditional learning into modern learning, since students take on their new role as active learners in peer feedback, no longer entirely teacher-centered.

Peer feedback is now widely recognized as an essential strategy for increasing students' writing proficiency, which traditionally only teachers have the expertise to critique students' writing (Bijami, 2013). In fact peer feedback can be one of the writing strategies to be implemented in writing class to improve students' writing ability and there are many writing classes that already use the peer feedback method. Obviously, many students are familiar with peer feedback and have even

done peer feedback in writing classes.

Nowadays learning expects students to think critically and give space to students to be more active in the classroom. Students can create helpful criticism and incorporate feedback into their revision more selectively with the help of critical thinking (Obilor, 2019). Checking the work of their peers helps students in many ways, by pointing out of the improvement and shortcoming, students also learn what great work and how students performance differs from their peers. As students find the aspects of the weaknesses and strengths of peers' writing performance during peer feedback, they will learn how to write properly and their writing performance can develop better.

There are circumstances during peer feedback activity in writing class. There could be a debate about whether peers have the ability to provide feedback (Cahyono & Amrina, 2016). Some students do not have meaningful discussions with their peers in academic courses. Accepting comments from peers can also be difficult for students if they feel that some of their peers do not take the criticism seriously or that the comments are not insightful enough (Carless, 2016). Some of these studies show the facts that often occur when students do peer feedback. It usually makes students not have trust in their friends because their friends often are not serious in providing feedback, hence the feedback provided is unconstructive. Therefore, this research find out students' perception in terms of how peer feedback can impact students in the writing class.

B. Research Questions

The author formulates the research question "What is students' perception of peer feedback in writing class?"

C. Aim of the Research

Based on the research questions above, the aims of this research is to find out students' perception in terms of how peer feedback can impact students in the writing class