

## CHAPTER I

### INTRODUCTION

#### A. Background of Research

Writing, among the other English skills; listening, speaking, and reading; is regarded as the most valuable and important skill although it is difficult to possess. Learning English cannot be separated from learning writing since writing can help the English learners to acquire English. Writing provides opportunities for the learners to express their ideas, messages, and mind through letters, words, and sentence in English.

In modern English teaching, writing can be considered as both process and product. Those cannot be separated since they are related to each other. The writing allows the writers to boost up their ideas, their feeling, putting them into draft and then the writer attempt to express those all things above in the final draft as a product.

Therefore, an appropriate technique is needed in writing teaching learning process; and peer feedback is one of the exact techniques for it. Using peer feedback can create warm situation to make student feel free when students want to express their idea. Peer feedback is a practice in language education where feedback is given by one student to another.

According to the results of studies (Carson & Nelson, 1996; Nelson & Carson, 1998; Tsui& Ng, 2000) in Doolittle, it is indicated that peer feedback

is a viable option for improving FL writing that can be incorporated into learner-centered writing instruction.

As stated by (Tsu and Ng, 2000) peer feedback in writing classes in terms of linguistic, social and affective skills' development, peer feedback helps students develop their writing ability in terms of global aspects, for instance, audience-awareness and sense of text ownership. Peer feedback also helps students develop metacognitive skills, such as awareness of their own mistakes when writing, as well as group interaction and negotiation of meaning.

Based on the explanation above, this research is aimed to identify the students' perception toward peer feedback in writing for sixth semester in University of Muhammadiyah Purwokerto. As the result, the use of peer feedback as teaching technique can be a strategy for teaching writing. It helps student to share their idea freely and collaboratively with other friends without any limitation because they can always connect to each other. In the process of peer feedback for learning, the student may have different opinions; whether it really helps them to develop their writing or not. Therefore, understanding the students' perception toward peer feedback in writing is important. The finding of this research can be good evaluation of the use of peer feedback as a technique for teaching writing.

## **B. Reason for Choosing the Topic**

1. Writing is one of the important skills in English that students have to master.
2. Peer Feedback can be used as a technique in writing class.
3. The writer wants to know students' perception from implementing peer feedback technique in writing class room.

## **C. Problems of Research**

Considering to the students' perception on peer feedback in writing class, the researcher proposes one question, namely:

1. What is the students' perception toward peer feedback in writing?

## **D. Objectives of the Research**

According to the research question, the researcher finds that there is one objective which is in accordance with the research question stated as follow:

1. To know students' perceptions toward peer feedback in writing.

## **E. Research Benefits**

Based on the result of this research, there are several benefits. Those benefits are addressed to the teacher, and for other researcher who are interested in this research. To clarify those benefits, the researcher explains them below:

1. For teacher

Hopefully, the results of this research can help the teacher to adapt peer feedback as a technique that are interesting to students.

2. For other researcher

The benefit of this research for other researcher who are interested in conducting the same research in that this research can give some reviews in order to help them in developing their research.

## **F. Clarification of Term**

The title in this research is “Students’ Perception toward Peer Feedback in Writing”. In order to understand easily this study, the key terms of this study are:

- 1. Perception**

As cited in (Walgito, 1980:99), perception starts from the sense of organ this is related to the acceptance of message or information by human brain. In this process, a person interact with his/her environments using five senses. Those are vision, hearing, taste, smell, and touch. People interact with the environment use then the stimuli will be registered by brain and send them to nervous system. Based on that theory, in this study, the study defines perception as the way of the students to accept information by human brain.

## **2. Peer Feedback**

According to Rina (2007), finds that peer feedback is a technique to give information of suggestion, comments, and errors correction derived from one-to-one consultation between student and student. Peer feedback can reflect cooperative learning as it requires interaction between ones student with another student. Based on that theory, in this study, the researcher defines peer feedback as the way of the students give comment and information to their friends

## **3. Writing**

Writing is considered as the productive skill since it allows the language user to produce texts. In simple way, according to Hornby (1995:1382) writing is an activity of creating letters, words, sentences, or even other symbols on a surface. Based on that theory, the researcher defines writing as style of people that use to communicate with other person in the written form.