

CHAPTER II

LITERATURE REVIEW

A. Perception

1. The Nature of Perception

Perception is the process of human thinking about certain phenomenon. As cited in (Walgito, 1980:99), perception start 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.

Furthermore this process is called as sensation, and sensation is a part of perception. Similarly, according to Koentjaraningrat as cited in Sahal (2015:20) explained that perception is the realization of human brain process and it appears as a view about phenomenon. In this process many factors such as feeling, needs, motivation, education background, experiences, and etc. are involved. Then the process is followed by a reaction to the object.

Furthermore it can be concluded that perception is process by which a persons' brain arrives at meaningful interpretation of stimuli. Moreover, perception consists of certain process. It is start by accepting the simulation from an object through the sense of organ, and then

continues with the registers of stimuli to nervous system which is called as sensation. Furthermore, this process is ended by thinking, analyzing and interpreting in order to achieve the meaning of object.

2. Students' Perception

Students' perception is necessary in a teaching and learning situation, it's occurs when the teacher interpret a given meaning to stimuli their classroom environment or in the students' classroom behavior (Ahmed et al, 2009:19).

Knowing the students' perception is important, because it provides the information learning process experienced by students. As the result, teachers can use this information as the directions for theirs' future improvement in handling classroom situation. Furthermore, there are several factors that influence the students' perception in learning English was influence the students' perception in TLP.

According to Slameto (2010:54-72) suggested the factors that influence the students' perceptions into two following categories, those are:

a. Internal factors

Internal factor is a factor which comes from an individual. This factor is divided into two factors. Those are physical factor and psychological factors.

1) Physical factors

a) Health factors

Health means that people are in good conditions in which the body is free from disease.

b) Physical defect

Physical defect is something causing our body uncompleted. This defect can disturb students to study, for example: blind, deaf, etc.

2) Psychological factors

a) Intelligence

Chaplin as cited in Slameto (2010:55) defines intelligence into three categories, (1) those are the ability to meet and adapt new situation quickly and effectively, (2) the ability to use abstract concepts effectively and (3) the ability to conceive relationship and learn quickly.

b) Attention

Attention is an important factor that supports teaching learning process. This process will be effective if students have a good attention on the teaching materials.

c) Interest

Hilgard in Slameto (2010:57) defines interest as persisting tendency to pay attention and enjoy some activities. Interest has big influence in teaching and learning process because when a

student's lack of interest they will lose their desire to study, for that reason a teacher should delivering such kind of activity related to the teaching materials based on the students' interest.

d) Aptitude

Aptitude is the ability to learn, it will develop after they learn and practice certain skill.

e) Motive

Motive is a factor that influences the learning objective. Driver define motive as the effective factors which determine the direction of an individual's behavior towards a goal.

f) Readiness

Readiness is preparedness to respond or react. The students' readiness is based on theirs maturity. Furthermore if they have readiness to study they will get better learning achievement.

b. External factors

It is a factor coming from outside of an individual. There are several external factors which influence the students to learn. Those are;

1) Family factor

Family is the firsts place for children to get education. Family condition, parents' affection, cultural background, economic matter can influence the students' motivation to learn.

2) School factors

a) Teaching method

Method is the decision at which choices are made about the particular skill to be taught, the content to be taught, and the order in which the content will be presented. In fact, there is no best teaching method but the used of varied teaching method will increase students' motivation to learn harder.

b) Curriculum

Curriculum there will be a decision about what should be taught in an institution, classroom, academic department or other instructional situation.

c) Teacher

Teacher as facilitator is a decisive factor for success of teaching and learning process, because teachers mostly decides what is actually done in the classroom.

d) Relationship between students

Creating a good relationship between students will give positive effect among students in learning phase.

e) School Atmosphere

Creating comfortable atmosphere is important to support teaching and learning activity, it will disturb teaching learning activity if teachers do not create a good learning atmosphere.

B. Peer feedback

1. Definition of Peer Feedback

Peer feedback is a technique to give information of suggestion, comments, and errors correction derived from one-to-one consultation between student and student (Rina:2007). Peer feedback can reflect cooperative learning as it requires interaction between ones student with another student.

Further, Liu and Hansen in Grami (2010) defined peer feedback as the use of learner or peers as sources of information and interactions for one another in such a way that the learner themselves take roles or responsibilities which are normally taken and done by teachers or trained tutors in commenting or criticizing their own writings or drafts in the writing process.

To sum up, peer feedback is a technique in giving of suggestion, comments, and errors correction derived from one-to-one consultation between student and student. The students themselves take roles which are normally done by teachers in commenting or criticizing their own writings in the teaching and learning writing.

2. Forms of Peer Feedback

According to Hyland & Hyland (2006), feedback is divided into two types. They are oral and written feedback.

1) Oral feedback

Oral feedback refers to the provision of feedback on errors and weaknesses in content, organization, and language through face-to-face conferencing. This feedback can be done by giving comments in the form of questions, imperatives, praise, and suggestions; providing correct forms or structures in faulty sentences; indicating the location of errors; making recasts; and giving prompts in the forms of elicitation, clarifications requests, and repetition of errors.

2) Written feedback

Written feedback refers to the correction of errors and weaknesses in content, organization, and language through writing. Lee (2004) divides written feedback into direct and indirect feedback.

a) Direct feedback

Direct feedback refers to overt correction of student errors, that is, teachers locating and correcting errors for students' writing. The teachers normally put the symbols, codes, or comments right above or next to the errors which is underlined or circled.

Example of direct feedback: I don't like Supha because she is ~~speaking non stop~~.
(talkative)

b) Indirect feedback

Indirect feedback refers to teachers indicating errors without correcting them for students. It means that teachers will

critical thinking when they give critics or comment on their friends' work. It also can build a sense of classroom community.

4. Review of Relevant Study

There are some previous researches that have done by other researcher. First, Rina (2007) with a thesis entitled “ Students’ Perception on Peer Feedback at English Education Study Program showed that students obtained good perception toward peer feedback. The student believed that peer feedback was at advantages.

Second study was conducted by Nasrin Shokrpour, Nikta Keshavarz, and Seyed Mohammad Jafari in Khazar Journal of Humanities and Social Sciences who conducted a research entitled, “The Effect of Peer Review on Writing Skill of EFL Students”. They observed two classes, control and experimental. The results of the study showed that the writings skill of the students in the experimental group using peer review improved more than those in the control group. So, from both of study, it can be concluded that students had positive perception and they can get advantages toward peer feedback

C. Writing

1. Definition of Writing

Writing is one of the four skills in English. 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. It is

also added by Byrne (1984:1) writing is the act of forming the graphic symbols such as letter and numbers which are arranged in certain rules into meaningful words, sentences, paragraphs, and so on.

However, writing is not only about creating letters or symbols, yet it is also about using them to hold communicative events. According to Troyka in Handayani et al. (2013: 1) writing is a way to communicate to the reader in purposes. In short, writing is the ideas, feeling, or thought from the writer which are created and expressed into written form. The purposes are to deliver messages, to give information to the readers, and to create literary works in written forms. These written forms should be readable and comprehensible.

Hence, the reader can get the intended meaning from the writer since writing is also the way to communicate or deliver a message to a reader for a purpose. Thus, writing allows the writer to employ letters or symbols to speak or deliver his or her intended messages, feelings, ideas, and of course thought in a communicative way.

2. Process of writing

According to Kristine Brown and Susan Hood (1993:6) there are several dependencies on the writing process. The dependencies come from the extrinsic and intrinsic factor. The extrinsic factor comes from the target reader and the situation (time, place, etc.). The target reader's level of knowledge, language proficiency, economic factor, etc. can give the writer considerations in the writing process since the writer should

pay attention to these issues. Meanwhile, the intrinsic factor comes from the purpose and the content of writing. Writer should consider the messages that he or she wants to communicate to the target reader in order to deliver his or her intended messages. And the writer should also consider the content of the writing whether it can involve all the writer ideas, whether it can be accepted by the reader, etc.

Given facts above, it can be inferred that writing more concern with the process of writing. Although the product of writing is also important, the process of writing can be media for the writing teacher to guide, treat, and give instruction to the students in order to make a good product of writing. The process can be seen from the way writing works are created. The process of writing, as suggested by Harmer (2004:4), can be defined as the stages in where the writer goes through in order to produce something in the final written form. Furthermore, Harmer suggested the four main elements in the writing process. They are planning, drafting, editing, and final draft, were presented below.

1) Planning

This element plays the basic role in writing process. In this step the writer plans what he or she is going to write. Moreover, the writer can also do a brainstorming. He or she can generate some ideas that he or she will express on the paper.

The plans can be in the form of simple note, simple list of words, or even the imaginary ones since many people tend to do planning inside

their heads. Similar to the previous explanation, in the planning step, the writer should consider the purpose of writing, content, and the target reader.

2) Drafting

Drafting can be considered as the first or initial version of writing. This draft should be amended or developed later. But before amending or developing the draft, of course the writer should look carefully to the draft. The writer can add more information, reducing information, giving alternative to write, and so on. Furthermore, writing process may employ several drafts as the way to reach and succeed the best final draft.

3) Editing (reflecting and revising)

The draft is used by the writer as the first version of writing. This draft needs to be edited in order to produce the best final version of writing. In the editing step, the writer should look back the draft what have been written. Then, the writer can see whether the draft can work or not. The writer can edit the draft by adding more information, altering ambiguous information, using different form of words. The writer can put him or herself in the reader's shoes so that the writer can evaluate and edit the draft more appropriately. Meanwhile, the reader can also help the writer to reflect and revise the draft. He or she can be the editor who can make suggestion or comment. This assistance can help the writer to make the best and appropriate revisions.

4) Final version

The final version of writing is different from the plan and the first drafts. It is because it has been through the editing, reflecting, and revising step which have turned it into the readily-served text. The writer now can deliver this final draft to the target reader.

3. Aspect of Writing

There are several aspects of writing as stated by Brown (2001).

The explanation of each aspect in writing as follows:

a. Content

It includes thesis statement, related ideas, development of ideas, and development of ideas through personal experience, illustration, facts, and opinion.

b. Organization

It includes the effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length. So, it is concerning the sequence of each sentence.

c. Grammar

Grammar is all about the construction, structure, and the components of the language applied in written text.

d. Vocabulary

Vocabulary deals with the ability in making and in use the words employed in the composition as rich as possible. The greater

vocabularies used for the text, the higher opportunities for a better result will be produced.

e. Mechanics

Mechanics deals with punctuation, spelling, capitalization as well as the type of handwriting whether it is clear and illegible or not. It is important to arrange the writing mechanics well since it can affect the writing result

