

CHAPTER I

INTRODUCTION

A. Background of the Study

In the learning English as Foreign Language (EFL), writing is a skill that should be mastered besides reading, speaking, and listening. Writing is an activity to write or arrange in the form of letters or symbols. It also has some aspects such as capitalization, punctuation, structure, diction and connection between one sentence and another sentence.

In writing, making mistake is something usual and natural. Making mistake is the process to make progress. Dulay et al (1982:138 in Irfan 2004) assert that making error in writing is an inevitable part of learning. Students who have been successful in learning foreign language, indeed, ever did many mistakes. From those mistakes, students will know the right one and make their foreign language better. However, teacher should give a good treatment for the students' mistake in writing, one of them is giving a feedback.

Feedback is used as tools to evaluate the product of the students. As Cole (1994: 215) stated that feedback is information "given back" to individuals about the adequacy of their action. There are many feedback in writing, one of them is feedback from friends, and we call it as peer

feedback. Peer feedback was often used in writing class especially in university level, because the teachers or lecturers believe that the students can assess and give feedback to their friends. In giving feedback, the students also can search and find which part that is correct or wrong.

The purpose of the study here reported about students' perception of using peer feedback activity. Once this perception is understood, it may be possible to develop feedback techniques that maintain the perceived positives and limit the perceived negatives. The process may also introduce issues that previously have not been considered in the literature.

Looking the explanation above, the writer did the research about student' perception of the peer feedback activity in the writing class. This research was conducted in second semester students of English Education Department in Universitas Muhammadiyah Purwokerto in academic year 2016-2017.



B. Reasons of Choosing the Topic

The writer chooses the topic about feedback in writing class based on following reasons:

1. Writing is one of four skills to write or arrange in the form of letters or symbols. Writing also has aspects that has to be understood by the students.

2. Peer feedback is activity students which is giving review and correction each other, it can encourage students to take greater responsibility for their learning. It is also used in writing class at second semester students of English Education Department at Universitas Muhammadiyah Purwokerto.

C. Problem of the Study

The problem of the research is “How is the students’ perception of peer feedback activity in the writing class?”

D. Aim of the Study

Regarding to the topic which was investigated, the aim of this study is to find out students’ perception of peer feedback activity in the writing class.

E. Clarification of the Terms

In order to avoid misunderstanding, the writer needs to clarify of the key terms as follows;

1. Students’ Perception
 - a. Student

Student is person who is studying for degree, diploma etc., at University some other places or higher education or technical training (Hornby, 1995: 1187).

In this research, the student is the second semester students of Universitas Muhammadiyah Purwokerto.

b. Perception

Perception is automatically related to the certain nature of human being, which his or her psychological features. Perception is a process which starts from the sense of organ. That is a process related to the acceptance of information by human brain that is said that during the process a person continually interacts with his or her environment (Slameto, 2010: 102).

So, students' perception is a vision or understanding means how students see or interpreting something.

2. Peer Feedback

Peer feedback is a way to get additional insight about your practice and validate your point of view. A peer can also assist you to identify strengths or gaps in your practice that you are not able to identify yourself (British Columbia, 2006).

3. Writing

Writing is the only skill that can produce a real product, which is touchable, readable, and keep able for long time. When the spoken form of language is an act of here and now world, the written one

involves time and also space. In writing, people must get everything right (Harmer, 2004: 7).

F. Contributions of the Study

By doing the research, the writer hopes that the result can be useful and helpful for the following people:

1. English Teacher or Lecturer

The teacher or lecturer can evaluate the writing product of students and the quality of teaching and learning process by using peer feedback.

2. The Other Researchers

This research can be used as a reference to the others researcher. It is also expected to give contribution for them who are interested in analyzing peer feedback in writing further.