

CHAPTER II

LITERATURE RIVIEW

A. Perception

1. Definition of Perception

People have different perception on an object. It can be positive or negative ways. Slameto (2010: 102) stated that 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 five senses 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 which his or her environment.

From the explanation above it can be concluded that perception is a process which starts from the vision to form a response that occurs in person which comes from external and internal factors.

2. Factor Affecting Perception

Everyone has different tendency in seeing the same thing. The difference can be affected by many factors, including the internal and external factors (Walgito, 2001: 103):

a. Internal factors

He said that internal factor is a factor comes from an individual. This factor depends on personal psychological such as: thoughts, feelings, willingness, needs, sex, motivation, attentions etc. Every human being has different characteristic and temperament which influence individual behaviors. The different characteristic and temperament are also shaped by individuals' family and individual's environment.

b. External factors

He stated that external factor is a factor which comes from outside individual such as stimulus, environment culture, believe. It relates with environment, both physical and social environment.

3. Process of Perception

Perception is the process where message or information enters to human brain. Through perception, human being continually connects with the environment. It's done through five senses. Walgito (2001: 53) stated the following steps show the process of perception:

a. Stimulus

Perception arises because of the response to the stimulus. The first step of perceptions is sensation. All of the sensations enter through human's senses. Sensation will influence the stimulus.

b. Registration

The stimulus will be transferred by nerve to brain. Then it will be processed by brain. In this process, human being recognizes the stimulus.

c. Interpretation

Stimulus entering into the brain will be interpreted, construed, and given meaning through a complicated process.

4. Basic Principles of Perception

Slameto stated (2010: 102-105) for the teacher, knowing and implementing basic principles of perception is very important. There are many basic principles that should be known by English teacher in order to know students characteristics so the communication between teachers and students will be effective, those are:

a. Perception is relative not absolute

It means that perception of someone or group is different from others. The perception sometimes will be different even though they talk about the same things.

b. Perception is selective

It means that perception that is given by someone or group come based on their attention. It depends on their brain or motivation about the object.

c. Perception has arrangement

It means that perception of someone is an arrangement about an object. It is influenced by their brain, motivation, experience, and etc. For example, some one maybe will have negative perception toward English lesson because of their bad experience before related to English itself. In other words, the arrangement of the object can give influence toward the perception about that object.

d. Perception is influenced hope and readiness

Hope and readiness of a person will determine which message will be selected for admission, laid out, and how the message will be interpreted.

e. Perceptions of someone or groups can be different with other perception although at the same time.

For the teacher, this principle means that the perception could be more or less the same with the perception shared by other classes with the same subject matter being taught.

Finally we can conclude that perception is the process of accepting objects or phenomenon through the sense organ, it will expand to the stimulus process which is called sensation.

In this research the students' perception is the source for the writer to get data. Students as one of important factors in teaching

learning process have an opportunity to give their opinion or to criticize their feedback especially in writing form.

B. Feedback

1. Definition of Feedback

There are many experts who define feedback. Richard and Schmidt (2010 in Shipale, 2016) explain that feedback in teaching refers to comments or other information that learners receive concerning their success on learning tasks or tests, either from friend or the persons. Feedback according to Elis (1988: 274, in Adityas, 2008) feedback is the identification and the correction of learners' errors and the positive reinforcement of current utterances.

The writer can conclude that feedback is information that supposed to improve the performance or product of the students by giving correction their errors. Feedback also can be given from other persons or by her- himself.

2. Purposes of Feedback

According to Lewis (2002 in Astuti, 2013), feedback is like the way of telling the students about the progress they are making and also facilitating them in the area of improvement. He further explains about the purpose of feedback, as follows:

- a. Feedback provides information for the teachers and the students

When teachers gives feedback to the students, they gets information about their individual students and evaluation of their learning process. While for the students, they will get information about their strengths and their weaknesses of their performances or product. The teachers may also give comments which provide information about individual progress in using the language.

- b. Feedback provides students with advice about learning

Besides giving them information about their language use, teachers also can give them advice about their learning. Advice also is one of the way to improve their writing.

- c. Feedback provides students with language input

When teachers or their friends give oral or written, their sentences illustrate how language is used in communication. They, indirectly, teach the students about new vocabulary and the structure of the language.

- d. Feedback is a form of motivation

Feedback can be a way to motivate students. It can encourage them to study and make their writing or speaking better. Both hardworking and under working students need encouragement but it needs to be given in different ways. During the learning, as the teachers know more about their students'

personality, they will know how to encourage their students in appropriate way.

e. Feedback can lead students toward autonomy

One long term purpose is to lead students to the point where they are able to find their own mistakes.

By seeing the purposes above, it can be inferred that giving feedback is not only correcting their errors, but also providing them information for teachers and students, providing them advice about learning, providing them language input, providing motivation, and leading them to be autonomy students.

3. Source of Feedback

Lewis (2002: 15-23 in Astuti, 2013) writes three sources of feedback, namely, teacher feedback, peer feedback and self-evaluation, which is equivalent with self-directed feedback.

a. Teacher feedback

Teachers have been the main source of feedback both an oral or written language in many classes (Lewis, 2002: 15). In many classes, teachers are the main source for the students to obtain feedback. Indeed, teachers are very helpful when students are facing some difficulties as they are writing a composition. Teachers help them by giving an outline on how to write well and check the content and then write the mistake in their work. After

receiving feedback, the students could directly recheck and correct what mistake they have made based on the teachers' written feedback. Commonly, teachers correct one by one students' work then, they discuss face to face with each other. It is called as conferencing feedback. In addition, they might use another variation to give feedback to their students. Collective feedback usually used by the teacher. Collective feedback is when the teacher giving feedback by commenting orally one by one and then summarizing feedback on the board.

b. Peer feedback

Rollinson (2005:25 in Astuti, 2013) states that “peer feedback, with its potentially high level of response and interaction communication between reader and writer can encourage a collaborative dialogue in which two-way feedback is established, and meaning is negotiated between the two parties”. Based on that statement, there is a relationship between peer feedback and cooperative learning. By working cooperatively, the students will not only see their work from their perspective but also sees from another perspective through their peer. Further, Liu and Hansen (2005: 31) define 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 writing process. It means that the students can become peers and also give feedback for their friends' work which normally it is done by their teacher.

c. Self- evaluation (self-directed feedback)

In self-evaluation, the students can correct and evaluate their own works. It may increase students' independence as they are supposed to find their own mistakes. By finding their own mistakes, giving the students chance to analyze their own work and practice self-feedback may encourage them to be self-sufficient and independent students. The students are expected to remember what mistakes that they have done so that they will not do the same mistakes later on. Moreover, self-evaluation saves time in a large class. On the other hand, it is difficult to seek mistakes in writing without being helped by other people. Someone who has finished the writing will claim that there are no mistakes in it since she/he has his/her subjective point of view. By contrast, objective point views of other people are needed in writing. They can provide some information that cannot possibly be found by the author himself in his writing.

C. Peer Feedback

1. Definition of Peer Feedback

Peer feedback is when the students give feedback each other's. Peer feedback is a way to get additional insight about your practice and validate your point of view (College of Registered Nurses of British Columbia, 2006). Peer feedback can be beneficial for learning, which might even be due to the difference from teacher feedback (Topping, 1998 in Gielen & Friends 2010),

The writer can conclude that peer feedback is when the students get correction in their writing from their friends and it is different from teacher's feedback. Peer feedback also has benefits from them.

2. The Benefits of Peer Feedback

Peer feedback has advantages such as developing critical thinking, learner autonomy and social interaction among students (Yang, Badger & Yu, 2006, in Lee, n.y).

Ferris (2003:70 in Astuti, 2013) also states several advantages of peer feedback as follows.

- a) Students gain confidence, perspective, and critical thinking skills from being able to read texts by peers writing on similar tasks.
- b) Students get more feedback on their writing than they could from the teacher alone.

- c) Students get feedback from a more diverse audience bringing multiple perspectives.
- d) Students receive feedback from non-expert readers on ways in which their texts are unclear as to ideas and language.
- e) Peer review activities build a sense of classroom community. Based on the benefits above, peer feedback is helpful and useful in teaching-learning process of writing class. It can develop the students' critical thinking when they give critics or comment on their friends' work. It also can build a sense of classroom community.

3. The Procedure of Using Peer feedback in Writing

Ferris (2003: 175 in Astuti, 2013) states some procedures in using peer feedback in writing. Firstly, the teacher should let students know from the first day that collaborative work and sharing of writing is going to be an integral part of the course. Secondly, the teacher prepares the students for peer feedback by discussing its benefits and possible problems, showing them what to look for, and modeling the types of responses that are most appropriate and helpful. Next, the teacher assigns set writing groups of 3 to 4 students, considering variables such as L1, writing ability, gender, and personality. Then, the teacher asks students to read group members' papers carefully and provides written comments before any oral discussion takes place.

Then, the teacher gives students peer feedback forms with questions that are clear and specific and that require students to be specific (not just answering “yes” or “no”) and both positive and constructive. Afterwards, the students consider pairing peer feedback questions with evaluation checklists tied specifically to course grading criteria. Then, the teacher helps keep students on task by setting clear and adequate time limits, appointing timekeepers in each group, and checking occasionally to make sure groups are working effectively. Then, the teacher designs accountability mechanisms so that the importance of peer feedback is modeled and students take the process seriously. Lastly, the teacher considers alternative forms of feedback (computer based, self-evaluation) as needed and appropriate.

It can be concluded that, peer feedback is not a simple technique because it has many steps. The students should follow all steps in the peer feedback procedure when they assess their friends’ work with the teacher help.

4. The Principles of Using Peer Feedback in Teaching Writing

Ferris (2003:165 in Astuti, 2013) suggests seven principles of implementing peer feedback in the writing process that should be done by teacher. Those are:

- a) Utilize peer feedback consistently. It means that by applying peer feedback should be consistent because it can influence the success

of using it. Moreover, it is affected by two factors. Firstly, the way is given the factor that should be considered by the teacher well. Peer feedback can be applied for all writing process or only in the revising stage which is to respond to students' first draft. It will not be time consuming for regular classroom when giving the activity only for revising the first draft. Second, using peer feedback for all writing processes need more time because students not only respond to the first draft but also respond to the topic and also the outline. In accordance with those ways, time allocation is very important to close this activity. It has to plan well whether all students have their opportunities to give and receive peer feedback or not.

- b) Explain the benefits of peer feedback to students. This principle should be done before the activity started. It will lead the students to the positive view about peer feedback activity because they tend to negative judgment about peer feedback. Besides, they disregard the comment from their peer because they think their peer comments are not important. They only think their teacher comments are better. Therefore, by knowing the advantages of peer feedback, the students will be encouraged seriously in giving useful feedback.
- c) Prepare students carefully for peer response. The preparation is the key of the success of peer feedback. According to Berg (1999)

in Ferris (2003:169) wrote eleven steps for implementing peer feedback:

- (1) Create a comfortable classroom environment.
 - (2) Explain the role of peer response in the writing class.
 - (3) Discuss how professional writers use peer response.
 - (4) Share how you (the teacher) utilize peer response in your own writing/teaching.
 - (5) Model peer response with the whole class using a sample text.
 - (6) Discuss in appropriate vocabulary and expressions for peer feedback.
 - (7) Introduce the peer response form.
 - (8) Practice the process by having groups of students write a paragraph collaboratively and then having another group critique it for revision.
 - (9) Facilitate conversations among readers, writers, and the teachers about the feedback process.
 - (10) Discuss strategies for implementing peers' feedback in revision.
 - (11) View and discuss video clips of a successful and an unsuccessful peer response session.
- d) Form pairs or groups thoughtfully. The students should work in pairs or group in a period of time. They will have stable group in

which they belong to discuss, share and comment on their own work. The good criteria or forming group are two till four students and also consists of various students such as in the term of gender, ability, and language background. A good technique to make the activity in peer feedback is mixing stronger, midlevel, and weaker students. The strong students will give assistance to the weaker students, so they could learn from one to another.

- e) Provide structure for peer review sessions. The teachers' role is giving guidance for students in order to make them enjoy in doing peer feedback. Giving a clear example of peer feedback form will help the students to understand what aspects that they should give attention to and the steps of giving feedback.
- f) Monitor peer review sessions. It means that peer feedback sessions need a controller that should be done by the teacher. The teacher cannot have too much power in this part. They are demanded to be ready all the time that students need because Senior High School students still need the teacher help. When they do not understand from the peer review in their group, they can ask the teacher.
- g) Hold students responsible for taking peer feedback opportunities seriously. To promote the students' responsibility is very necessary when they do the peer feedback. The ways to promote students' accountability are asking them to write their peer

feedback experience and submit their peer feedback forms. In conclusion, when the teachers want to apply peer feedback they should pay attention to its principle. It is because the principles are very important when the teachers want to improve their students' writing skill. Those principles should be done by the teachers.

D. Writing

1. Definition of Writing

Many experts have defined the definitions of writing. Writing is one of the four language skills after listening, speaking and reading. Pulverness, Spratt, and William (2005:26 in Muflikhati, 2013) stated writing is also a productive skill which is meant for communication to deliver messages in the forms of letters and symbols. In a message, there is something which is needed to be informed to others called a purpose. In other words, the activity of writing is aimed at creating a written product which is containing a certain message or information. Writing concerns on some aspects such as: content, organization, originality, style, fluency, accuracy and the appropriate use of rhetorical forms of discourse.

Brown (2001: 334) states that writing is a learnt behavior that is similar to swimming. People speak as their natural behavior, but not all of them can write as it is a skill which only can be done consciously

with efforts. According to Harmer's theory (2004:7), 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. Unlike speaking where the clarification and explanation can be made directly in order to make the messages clearer we deliver to people we talk to, writing tends to be more exact, precise and uses some special devices to make it work properly on the readers without creating any confusion and misunderstanding or misinterpretation (Harmer, 2004: 8).

From the definitions proposed by many experts above, it can be inferred that writing is a productive skill which functions as a permanent record of communication event in delivering messages and information which provides the opportunity to connect the world of present, past and even future and allows the communication from near and also far distances after going through the process of thinking, drafting, and revising.

2. Writing Process

To make a good-structured writing, a writer should refer to a certain checklist. Nation (2009: 114) states that in order to focus on the different aspects in writing, the best way is to face writing as a process. When we try to make a product of writing, we need to go

through several steps as parts of a process. It is not merely putting words together into a sentence and then compiling sentences into a text. The steps act as guidelines for students to start their writing until they can finally finish it. In the process of writing, there are four stages proposed by Harmer (2004: 4-6).

a. Planning

Before starting to write down on paper, a writer needs to decide what to write. That is why the plan must be set up first. What we are going to say, what message we want to deliver, what information we want to tell to others. The plan can be made by writing down every single thought which is still in pieces on a note. But some may prefer to do all the planning on their heads.

During the moment of making plan, there are 3 main points which must be kept on mind. First, a writer must determine the purpose of writing as its importance can influence on what type of text he wants to make, what language we want to use, and what information he is going to deliver. Second, it is important to consider who the audiences are. After knowing that, a writer can choose the tone of his writing or whether he wants to make it formal or informal. The last one is the content structure. It is crucial as it can help the readers to understand the writing. Moreover, a writer also needs to make determination on putting best order of facts, arguments or ideas on his writing.

b. Drafting

The very first piece of writing a writer makes is usually called a draft as it will be going through editing steps. The draft can be considered as the raw writing which is needed to be fixed and revised before the final product is completed.

c. Editing (Reflecting and Revising)

After the first draft, a writer needs to reread his work to see which one is working, which one is not and also to see some parts which are not grammatically accurate or some words which have to be changed to make clearer meaning because some of them may create ambiguity and confusion on the audience. In reflecting and revising, sometimes, there is a helper who points out the errors and mistakes and also suggests for the best final product.

d. Final Version

After all of the steps above, the last one is the final writing which is ready to be delivered to the audience. The first draft and the final version will be very different as it has gone through a process which makes many changes on its content.

3. The Element of Writing

Linda Butler and Jeremy Harmer stated that there are five elements of writing, they are:

a) Sentence Structure

Student first learn to identify subject and verb, then they progress through pattern of simple sentence, followed by compound sentence with *but, also, so*, complex sentence with the time clause.

b) Grammar

Student focuses initially the basic part of speech and later on the structure that will most useful to them in writing the assigned paragraph for the chapter. For example, the study the verb tenses needed to about everyday life (simple present), describe on going activities present progressive), related past event (simple past), and about future (will and be going to).

c) Mechanics

Students learns such basics as elementary rules for capitalization, and punctuation, tittle and commons.

d) Vocabulary

Student nurture their understanding of the parts of speech and broaden their, vocabulary base, particular in ways that will help them with the assigned writing. It is means focus at the word and sentence level, will find brief, clear explanations followed by valuable practice in the nuts of effective and accurate writing.

e) Coherence

Coherence means that the writer's paragraph is easy to read and understand because the supporting sentence are in some kind of logical order and ideas are connected by use of appropriate transition signal.

E. Basic Assumption

Writing is the way we share information to others written. In constructing sentences so that it becomes readable and understandable, students perhaps will find difficulties such as lack of vocabulary, grammar, elements of writing, or even the content. There are many kinds of giving feedback. One of them is peer feedback. Peer feedback can help the teacher for giving the feedback in the students' writing. It also can help the students to know where the right one. Feedback can guide them in enhancing their writing either. By knowing the students' perception of peer feedback in the writing class, teachers can use it in the teaching and learning process. If it is so, peer feedback can be useful to improve the students' writing. This research is assumed to show how students' perception of peer feedback in the writing class is.