CHAPTER I

INTRODUCTION

This chapter explains about research background of this research that contains why the researcher conducted this research, research problem, purpose of the research, formulation of hypothesis, significance of the research, limitation of the study, and definition of key term.

A. Background of the Research

Writing is a communication activity to convey message or information for other people by using written as a tool. Writing is a unique tool for language learning[1]. Writing is effective for students to learn how to think critically and creatively. Writing is a form communication intended to convey thoughts or express emotions in writing[2]. Writing on students can teach to write creatively and express the opinions, and even turn language into good sentence. The habit of writing by students will increase their language achievement. Writing including vocabulary, grammar or structure, the organization of writing, and their knowledge. [3]

Although there are some benefits of writing, it has possibility that there are some writing difficulties for the students. Writing is one of English skill and it is considered as the most difficult skill of English

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[1] Jack C. Richards & Willy A. Renandya, "Methodology in Language Teaching: an Anthology of Current Practice", *Cambridge University Press*, (2022)

[2] Jeremy_Harmer,"How_to_Teach_Writing_Longm.pdf._Retrieved_fromwww.longman.com, (2004)

[3] Ibid.,2

besides listening, speaking, and reading. It is because writing needs a lot of practice so that the writing of the students can be understood well. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text[4]. In writing the students must have good in grammar, many of vocabulary, paragraph development and understand in spelling. The students can express their idea in writing and their writing must be understood by the readers. Writing skill is one of skill which must be mastered by students. However, writing have some problems include they lack ideas, organizing of ideas, rhetoric or pattern of thought, cohesion and coherence[5]

To help the students write better, the teacher need the suitable strategy to support the learning process and increase students interest in writing. In this case, the teacher may be more creative and innovative to help the students in writing. Moreover, Indonesian teacher usually have large class and even teach more than one class. It hampers him/her to correct all of their students writing effectively. Meanwhile, giving correction or feedback in every stages of writing is needed before it turns into final product as when it is in the readers' hand, writer does not have time to explain ideas or mistakes in their writing. Thus, they should make it clear from the beginning. Accordingly, the use of feedback in writing is essensial to improve the students skill in writing.

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[4] Jack C. Richards & Willy A. Renandya, "Methodology in Language Teaching: an Anthology of Current Practice", *Cambridge University Press*, (2022)
[5] Dwi Astuti Wahyu Nurhayati, "Using Local Drama in Writing and Speaking: EFL Learners' Creative Expression", Journal of English Teaching and Linguistic, 1(1), (2016)

Feedback is one of the elements of teaching and learning process that helps both teacher and students to improve the quality of teaching and learning process. Feedback as "information that agents (teacher) provide about some aspects of their task performance"[6]. In this term, teacher feedback is know as the traditional method of feedback embedded as a part of the overall interaction and conversation between teacher as a agent which convey information to students. However, it assumes that traditional teacher has traditional habit of receiving specific instructions from a teacher causes the students to write for the teacher, not for themselves, and the teacher is their only audience[7]. So, feedback should provide information for teachers and students as well as correct students mistake, provide advice to students on learning, language input, form motivation, and empower students to become independent. It can be concluded that it should lead to. Feedback have a three sources it is teacher feedback, peer feedback, and self-evaluation.

Peer feedback technique is one of the techniques used by the teacher in teaching writing. Peer feedback can be defined as a communication process through which learners enter into dialogues related to performance and standards[8]. In this case, peer feedback is also recognized as peer review or peer response. Peer feedback along with teaching about specific text

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[6] John Hattie & Helen Timperly, "The Power of Feedback", *Review of Educational Research*, 77(1).81-112, (2007)

[7] Paul Rollinson, "Using Peer Feedback in the ESL Writing Class", *ELT Journal*, 59(1). 23-30, (2005)

[8] Ngar Fun Liu & David Carless "Peer Feedback: The Learning Element of Peer Assessment", *Teaching in Higher Education*, 11(3),279-290, (2006)

types works well and helps improve the writing skills of older primary school students[9]. In this technique, other students will read and give comments, corrections, criticisms, and also suggestions on what other students have written.

In addition to the effectiveness the peer feedback technique in teaching writing, there are some benefit to students use peer feedback. Students benefit from peer feedback as they can teach others about the assignment and provide feedback as they see fit. Knowing that peer feedback is appropriate will encourage students to become more engaged and invest in their work to successfully complete assignment. Peer feedback also gives students the opportunity to have their voices heard, and listen to each other[10]. It is often find it easier for us to understand concept from people who are similar in age as we are. To improve the students writing skill we can use new technology.

In this global era, technology enhance and enriches the formative assessment methods which are so important for the entire teaching cycle. Public awareness of the importance English as the main means communication in this global era has been increasing[11]. Technology

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[9] Mariette Hoogeveen & Amos van Gelderen "Effects of Peer Response Using Genre Knowledge on Writing Quality", Journals uchicago,(2015)

[10] David J. Nicol & Debra Macfariane-Dick, "Formative Assessment and Self Regulated Learning: A Model and Seven Principles of Good Feedback Practice", *Studies in Higher Education*, 31:2,199-218, (2006)

[11] Dwi Astuti Nurhayati, "Plosive and Fricative Sounds Produced by EFL Students using Online Media : A Perspective on Learning English Phonology. In 1st International Conference on Folkore, Language, Education and Exabition (ICOFLEX 2019) Atlantis Press, (2020)

becomes an innovation in teaching to increase the quality of students learning outcomes[12]. One of educational modernization that can be implemed in writing class in using application. With the creation of classroom instruments based on Web. It can help the students in learning English especially for improve their writing skill. Another advent social network particulary for teaching and learning is Floop platform .

These days, there are a lot of media available for group projects, Floop being one of them. Floop is an online tool for writing, editing, and group collaboration. This program can be used to make the most of collaborative writing techniques and spark enthusiasm in the practice. In the real of education, "technology-based learning" has gained popularity these days. Both professors and students have become more accustomed to using technology as a result of their experiences leading online teaching and learning activities. Therefore, it should be permitted to use Floop in order to optimize students' motivation and ability.

Integrating Peer feedback without IT based has problems in learning process. Peer feedback without IT based requires longer time and inefficient process. Manual peer feedback processes require significant time and effort, especially in large classes. They can delay feedback deliver, reduce opportunities for timely revision, and distrupt the flow of learning

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[12] Dwi Astuti Nurhayati, "Students' Perspective on Inovative Teaching Model Using Edmodo in Teaching English Phonology, A Virtual Class Development. *Dinamika Ilmu*, 13-35 (2019)

activities[13]. To help the teachers make learning more effective, can utilized IT based in learning process.

So far, there are a lot of research use feedback in teaching writing. According to Hyun Jung Min & Gi Jung Kim[14] Peer feedback contributed to improve quality of test development. The next researcher it is Oxana Poverjuc & Val Brooks[15], Masrul & Santi Erliana[16], Ken Chuapalakit, Bhornsawan Inpin, et. all[17] says that strong association between online peer assesment and peer feedback on students writing performance. Peer feedback can help the pupils enhance their writing skills, and it is can inprove significant score of students' writing skill. Moreover according to Juliyanti Damanik Peer feedback is found to be encouraging the atmosphere of collaborative learning, which is important for learners' development.[18] Nowdays peer feedback is more effective when used online platform or use several available applications. Aderlin Chung Kim Yuk & Melor MD

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[13] Annisa Astrid & Lenny Marzuliana, "Pengaruh Couched Peer Feedback melalui Interaksi Tatap Muka dan Interaksi Online pada Kemampuan Menulis Siswa dan Keterikatan Meteka terhadap Aktivitas Pembelajaran, *Rafah Press*, (2018)

[14] Hyun Jung Kim & Gi Jung Kim, "The Effectiveness of Giving and Receiving Peer Feedback on English Pre-Service Teachers' Test Development, Studies in Foreign Language Education, (2020)

[15] Oxana Poverjuc, Val Brooks & David Wray, "Using Peer Feedback in a Masters' Programe: A Multiple Case Study", *Teaching in Higher Education*., 17(4). 465-477, (2012)

[16] Masrul & Santi Erliana, "The Role of Peer Feedback in University Students Writing Performance During an Online Peer Assessment Activity", *Jurnal Pendidikan Glasser*, 8(1), 53-65, (2024)

[17] Ken Chuaphalakit, Bhornsawan Inpin, Prarthana Coffin, "A Study of The Quality of Feedback Via the Gogle Classroom Mediate Anonymous Online Peer Feedback Activity in a Thai EFL writing Classroom, *International Journal of Progressive Education* (2019)

[18] Juli Yanti Damanik, "Peer Feedback to Improve Indonesian Adult Learners' Writing Skill: A Literature Review", *Journal of English Teaching,* 8(1), 49-58, (2022)

Yunus,[19] Shuna Xing[20] state that that the online peer feedback can improve the students' writing performance than teacher feedback. The online peer feedback can promote the motivation of students significantly both in learning to write in English and writing performance after the research; and the qualities of their written texts have been obviously improved. For example use facebook, instagram, google docs, etc. For this research Jawarun Nahru[21], Ika Lestari et al [22], Aksan Saputra et al[23] state that use several application and the result there is a significant effect of peer feedback through application on students writing skill in different level of students.

Majority of peer feedback research in the previous studies explored various learning style and media is used in learning process. On the other hand, there are other media in writing which need to be further investigated. Yalcin stated that technology platform provide a more organized and systematic way of giving feedback, can lead to more focused and useful

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[19] Aderlin Chang Kim Yuk & Melor Md Yunus, "Using Peer Modo Feedback at the Pre Writing Stage to Improve Year 4 Pulils' Writing Performance", *Journal of Education and e-Learning Reesearch*,8(1),116-124, (2021)

[20] Shuna Xing. "Application of Online Peer Feedback in The Teaching of Collage English Writing." *In International*. (2014).

[21] Jawarun Nahru, "The Implementation of Peer Feedback Using Instagram in Learning Writing Recount Text for EFL Students at Senior High School Level", *RETAIN: Journal of Research in Engliah Language Teachng*. 8 (3), (2020)

[22] Ika Lestari Damayanti, Nur Hafiz Abdurahman & Lala Wulandari, "Collaborative Writing and Peer Feedback Practices Using Google Docs", *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020),* 546(Conaplin 2020), 225–232. https://doi.org/10.2991/assehr.k.210427.034, (2021).

[23] Aksan Saputra, Asrun Lio, & Khusnun Muhsin, "Peer Feedback Through Face Group: Does it Bring About Effect on Students" Writing Competence at MAN 1 Konawe Selatan?". *JTE Journal of Teaching English,* 4(3). (2019).

suggestion for improvement[24]. Digital nature of the platform allows for real time interaction, enabling faster revisions and updates to the students' work. Addressing gaps in previous studies, this research emphasized peer feedback utilization in different learning context. Therefore it is necessary to conduct more study should be conducted integrating peer feedback use media. The integrating of digital platform in education has revolutionized the way peer feedback is delivered and received. One such platform is "Floop". Floop a web based tool designed to facilitate peer feedback is a stuctured and interactive manner. Floop allows students' to submit their work, receive feedback from peers, and engage in discussions that help them refine their writing (Floop, 2020). The Floop platform provides teachers with an alternative for carefully integrating digital tools that meet the needs of students for more individualized learning experiences and more effective feedback

Morever, English is one of the local content subjects for students in Indonesian school. Teacher should consider some strategies to deliver English material seriously so can be easily accepted to the students. Teachers need to be creative in building the activities for the students in the classroom[25]. Technology can help the teacher to teach English. In line with this, the students in SMK Negeri 1 Kras Kediri all of students bring phones

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[24] Eda YALÇIN İNCİK, "Generation Z Students' Views on Technology in Education: What They Want What They Get," *Malaysian Online Journal of Educational Technology* 10, no. 2 (2022): 109–24, https://doi.org/10.52380/mojet.2022.10.2.275.

[25] Dwi Astuti Nurhayati, "Effectiveness of Summarizing in Teaching Reading Comprehension for EFL Students", *IJOLTL*, 33-50 (2018)

to school. However they had not maximized their phones for learning. In addition, it helps the students maximize the tools they have to improve their writing skills. During the lesson, the teacher provides the students with peer feedback for help the students in writing recount text. Peer feedback also plays a role in increasing students awareness of the strengths and weakness of their work, stimulating collaborative learning, and encouraging active students engagement in the learning process. Peer feedback can collaborated with technology. Floop a usefull media for improving recount text writing by using feedback. Students receive feedback based on peer feedback, such as wrong verb tenses or unclear event order. This media helps the students write better recount text by focusing on real errors and tracking their progress.

As a situation, in SMKN 1 Kras Kediri is a vocational school. English teachers at the school has not used technology, sometimes the teachers still used traditional learning. Peer feedback used Floop platform can be appropriate media there because the students can maximized their phones and they can collaborative with their friend. In short, the researcher deals with conducting the effec of integrating peer feedback use Floop platform on students writing ability at tenth grades students of SMK Negeri 1 Kras Kediri.

B. Research Problem

Based on the title and background of the research, the formulated problem are following:

"Is there any significant difference between students writing skill taught by peer feedback using Floop platform and without using Floop platform?"

C. Purpose of the Research

Based on the formulation of the research problems, the purpose of the study as follow:

"To know whether is there any significant difference between the students writing skill taught by peer feedback using Floop platform and without using Floop platform"

D. Formulation of Hypothesis

A research hypothesis is the expected relationship or the expected difference between the variables in the research. This research used experimental research design with quantitative approach. The researcher have two kinds of hypothesis formulated to be tested, they are null hypothesis (H0), and alternative hypothesis (Hα) :

1. Hα (Alternative Hypothesis)

    There is significant difference between the students writing skill taught by peer feedback using Floop platform and without by peer feedback using Floop platform in SMKN 1 Kras on academic year 2024/2025

2. H0 (Null Hypothesis)

There is no significant difference between the students writing skill taught by peer feedback using Floop platform and without by peer feedback using Floop platform in SMKN 1 Kras on academic year 2024/2025

E. Significance of the Study

The findings of the research are expected to be significantly relevant in term of theoretical and practical aspects. Theoretically, the research findings are expected to provide some information about the better strategy for teaching writing, specifically the use of peer feedback strategy.

1. For the students

The research hopes that the students by using peer feedback to be more creative and they can express their idea, thought and feeling amd can more better in writing skill.

2. For the teacher

The research hopes that the teacher can use peer feedback as an alternative media in teaching writing and this is one of method be an indicator of students   capability in writing recount text

3. For school

From the result of this research, the researcher hopes that it can be consideration tools for school about use of peer feedback to facilitate studens'mastery of writing of first grade at SMKN 1 Kras Kediri.

4. For the other researcher

the researcher suggest to other researchers in order to prepare everything in the study do that the result is useful and peer feedback can be the alternative media to teach English in different content.

F. Limitation of the Research

This study is focused on the teaching use peer feedback on students skill in writing Recount text at SMKN 1 Kras. This study limit only on recount text. The students writing with collaborative with their group. here the recount text, and the media only use using Floop platform. Observation implemented for a month in second semester, only conduct to the 10th year students of SMKN 1 Kras Kediri in the academic year 2024/2025.

G. Definition of Key Term

The definition of key term is explain some word used in this study. Following are the key term use in the research:

1. Writing skill

Writing is students to arrange the sentences or word and measure the writing skills by using test. Writing skill is te specialized aptitude that enables individuals to convey their throughts in written form with clarity, accuracy, fluency, and purpose, engaging readers and achieving effective communication

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2. Peer feedback

    Peer feedback defined as an active learning involves providing an opportunity to response or analyze the content or idea of academic topics in pairs of students. The procedures in peer feedback the students switch their work and the partner give a comment.

3. Floop Platform

    Floop is an educational platform designed to facilitate fast, meaningful feedback on students work by teacher, peers, and through self-assessment. By sharing pictures of their work, students can then leave focused, engaging comments right on the submissions. Floop can access in https://floopedu.com