

CHAPTER I

INTRODUCTION

This chapter presents background of the research, formulation of the research question, objective of this research, significant of this research, scope and limitation of the research, hypothesis of the research, and definition of the key terms.

A. Background of the Research

Writing is a system for interpersonal communication using various styles of language. It plays a fundamental role in our personal and professional lives. In academia, writing has become central as a measure for academic success. Students attempt to gain more control over improvement of English writing skill (Hamed, 2012). However, writing is included as one of productive skill which contains written words and involves a complex process. Brown (2001) stated that the process of writing requires an entirely different set of competencies. The learners have to be equipped with the other language skills prior to learning how to writing because the skills are reflected through the writing (Puegrhrom & Chiramanee, 2011). Therefore, writing is the most complicated skill and it deserves serious attention. Richard and Renandya (2002: 303) claim that writing is not only generating and organizing ideas of our mind, but also translating these ideas into a readable text. Based on their arguments, it seems common that many learners

particularly those of foreign language learners have some degrees of difficulties in writing. Thus, some efforts need to be done in order to maintain or improve the students' writing skill.

In general, writing education in Indonesia is need more attentions because there are dominances of the teacher who unwilling to praising their students' writing (Alwasilah and Alwasilah, 2005). Hyland and Hyland (2001) noted that praising what a student does well is important, especially for less able writers, it could help them to strengthen their appropriate language behavior and foster their self-esteem. Holmes (1988) affirmed that praise as an act which connects each commend for some characteristic, attribute, skill, etc., which is positively valued by the person giving feedback. In line with Hattie and Timperley (2010) which define feedback as information provided by an agent, it can be teacher, peer, book, parent, or experience, regarding aspects of one's performance or understanding.

In accordance with the definition of Hattie and Timperley above related the agent in providing feedback, there has been questioned by some experts in which teacher feedback or peer feedback the more effective agent in giving feedback. Hattie and Timperley (2007) stated that feedback is "information provided by an agent regarding some aspects of one's task performance". In this term, teacher feedback is known as traditional way of feedback which involved as part of overall interaction and dialogue between teacher as an agent which convey information to students. However, it is suggested that the traditional teacher feedback on students' writing yields meaningless and

unproductive results (Kim & Kim, 2005). In a study conducted on Korean students, Rollinson (2004) found that being traditionally accustomed to receiving specific instruction from teachers causes the students to write for the teacher, not for themselves, and the teacher is their only audience.

On the other hand, feedback given by fellow students is called *peer feedback*. Peer feedback can be defined as a communication process through which learners enter into dialogues related to performance and standards (Lui & Carless, 2006, p. 280). It is referred to under different names such as peer response, peer review, peer editing, and peer evaluation, can be defined as "use of learners as sources of information and interaction for each other is such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing" (Liu and Hansen, 2002:1). In this case, peer feedback is also recognized as peer review or peer response. It clarified by a research conducted by Hoogeveen and van Gelderen (2013). That research demonstrated that studies of writing with peer response include several additional instructional components which divided into three categories. The first consists of instruction in writing strategies involving planning, formulating, or revising text. The second consists of instruction directed to the interaction of peers while giving feedback. The third consists of knowledge of genre characteristics to guide both the writing of the individual students and the contents of peer feedback. By reviewing those statements, it can be asserted

that among peer feedback, peer review, and peer response is concluded as the same term because all of them have the same characteristics and components.

Indicating on the research, Tsui & Ng (2000) confirm that peer feedback can also contribute to students' writing. Alwasilah and Alwasilah (2005) elaborate about the teachers who teach classes with a big number of students experienced difficulties in giving feedback because they have no time to correct and discuss each of students' writing. Based on the problem, a teacher can encourage and train students through collaborative teaching, a teaching writing technique that involve peer feedback (Alwasilah and Alwasilah, 2005). It is supported by Hyland (2006) which state that effective peer response is the key element of helping novice writers to understand how readers see their work.

As writing process, approach has changed the way of teaching writing from students' final products to the process of writing, peer feedback has come to take an important part in writing instruction. Traditionally, teachers are only one who has high knowledge to provide feedback to students' writing. But nowadays, peer feedback has been known as a critical technique for improving students' writing all around the world. A growing body of research has recommended the use of peer feedback because of its social, cognitive, and affective benefits (Hinkel, 2004) because good feedback helps students understand their subject area and gives them clear guidance on how to improve their learning.

A number of studies reported that the process of providing feedback on peer' work increases the opportunity of meaningful interaction among them and maximizes the opportunity of sharing new ideas as well as understanding different perspectives on the writing process (Tsui and Ng, 2000). Such peer review has an extremely positive effect on group cohesion because it encourages students to monitor each other and helps them to become better at self-monitoring (Harmer, 2007). Accordingly, peer feedback on writing can develop students to improve their knowledge through providing opportunities to think critically, and to improve their autonomy (Bijami et al., 2013).

Within this area of those research, the previous study is situated on the basis of the Indonesian context of EFL writing, following other research studies in the same area. One of the research studies that is worth mentioning is Cahyono and Amrina (2016). In their research comparing peer feedback, self-correction, and writing proficiency of Indonesian EFL students, Cahyono and Amrina (2016) found that peer feedback conducted in EFL essay writing course is likely to improve the students' ability in writing essays. Moreover, peer feedback confirmed as strategies which are more beneficial than the conventional way of revising. Other research related to the local context, especially in Indonesia, revealed that peer feedback helped learners to know their strengths and weaknesses in writing since they could compare their work to their classmates' work (Sujannah and Cahyono, 2017). It is noteworthy that peer feedback has come to take an important part in writing instruction because it provides a flexible platform to help students writing practice. By

using peer feedback, learners also know aspects that need to be improved to have better quality of writing.

Referring to the overall explanation which covers the theories of peer feedback for writing skill, the researcher keen on to examine theories whether students will increase significant writing skill after they have peer feedback in their writing. This research is focused on investigating the effect of peer feedback on Islamic senior high school students' writing skill. Therefore, the researcher motivated to conduct the research on the effectiveness of using peer feedback on students' writing skill in MAN 1 Tulungagung on academic year 2017/2018.

B. Research Question

Based on the research background, the research problem is formulated as the following:

“Is there any significant difference between students' writing skill taught by using peer feedback and without using peer feedback?”

C. Objective of the Research

Based on the statements of the research problems above, the objectives of the research are:

“To know the difference between students' writing skill taught by using peer feedback and without using peer feedback.”

D. Significance of the Research

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. Besides, this finding can give contribution to enrich previous thesis in teaching English related with writing by using peer feedback.

Practically, since this research is focused on peer feedback in teaching writing; hopefully it is useful for students to be motivated in increasing writing skill and they can improve their writing in English effectively. The findings are expected also for teachers and lecturers to help the learner learning about English more.

E. Scope and Limitation

Based on the discussion in the background of the research and the identification of the problems above, it is impossible to investigate all factors dealing with the students' writing. This study only focuses on the technique to give peer feedback in writing analytical exposition text. The problem that will be discussed in this paper is also limited only in the use of peer feedback in teaching writing at eleventh grade students at MAN 1 Tulungagung.

F. Hypothesis

The hypothesis of the study was prepared as a tentative answer for the research problem stated previously. In this case, the alternative hypothesis (H_a) and null hypothesis (H_0) as read follow:

H_a : There is significant effect of treatment by using peer feedback strategy and without peer feedback strategy on students' writing skill in MAN 1 Tulungagung on academic year 2017/2018.

H_0 : There is no significant effect of treatment by using peer feedback strategy and without peer feedback strategy on students' writing skill in MAN 1 Tulungagung on academic year 2017/2018.

G. Definition of Key Terms

To avoid misunderstandings of terms used in this present study, there are number of words or phrases need to be explained

1. Peer Feedback

Peer feedback defined as an active learning involves providing opportunities for students to response or review the content or idea of an academic subject with their fellow in form of couple. In this study, peer feedback means a two-way process in which one cooperates by one student to each other in term of analysing, correcting or evaluating fellow' work based on criteria given. However, peers are not supposed 'to critique' each other but listen and reflect for missing details or explanation.

2. Writing Skill

Writing skill is specific ability which help writer put their thoughts into words in a meaningful form and to mentally interact with the message. It also helps for gaining independence, comprehensibility, fluency, and creativity skills. In this research focuses on writing analytical exposition text related to actual issues topics.