

CHAPTER I

INTRODUCTION

In this chapter the researcher presents the background of the research, research problem, research objective, research scope and limitation and definition of key terms.

A. Background of the Research

Feedback is essential element in the process of teaching and learning. It is related to all kinds of comments, advices or praises that given to the learner's performance related to the learning goals. When the feedback performed accurately, it will give the students clear guidance to improve their learning to meet the goals of learning. In addition, Hattie and Timperley (2007:104) stated that if feedback is directed at the right level, it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learned. That is why, feedback considered among the most critical influences on student's learning.

In university level, more specific in English Department, feedback is commonly found in the process of teaching and learning. The students will get feedback after performing tasks for all English skills. For instance, after having public speaking presentation in the classroom, the class activity will filled up with the activity of giving and receiving feedback related to the topic that has been delivered. Another example, in understanding the strategy in reading or even listening comprehension the students always get some

advices or suggestion in order to have a clear guidance in understanding the text. Moreover, the most common example is when the students having a task to produce any kinds of written text. They will need more feedback in order to have an effective writing. However, in the writing process, it is essential that students receive feedback on their progress before submitting their final drafts for summative assessment, as it is through explicit relevant feedback that student writers will be able to engage in the editing and revision of their writing, thus improving their work (Omaggio Hadley, 2000:337). Explicitely, the students need more advices, praises or even comments on their writing than the other tasks, since writing also considered as the most complex skills that should be mastered by the English learners. As stated by Bell and Burnaby (as cited in Nunan, 1989: 36) writing is an extremely complex cognitive activity in which the writer required to demonstrate control of a number of variables simultaneously.

Because of the the complexity of writing process, in the teaching writing process students need to get more feedback and the opportunity for revision than the other skills. Writing feedback will be very important because it can encourage students to concern on their writing weaknesses and help the students improve their writing strengths. For instance, it helps students reflect on their own writing skills including their ability to engage in brainstorming, topic development, sentence construction and paragraph development. Moreover, Hyland & Hyland (2006:77) states that feedback has

long been regarded as essential for the development of ESL/ EFL writing skills, both for its potential for learning and for student motivation.

There are different ways in giving feedback on the students' written work. The most commonly applied in the traditional writing class is teacher feedback. Teacher feedback can be defined as a process through which a teacher communicates with students about how they responded to the students' writing task one by one. In this process, students see the teacher as the only expert or learning source that can give the best advice and comments to the student's written work. According to Kessler (1992) the basically role of teacher in traditional classroom is instructor and knowledge transmitter. Thus, the teaching approach in class is mainly teacher-centered models. It consider students as passive recipients of information, without considering their need to become active participants in learning process. In line with Kessler, Gulnaz (2015:934) stated that teacher-centered learning environment does by definition neither facilitate nor empower learners' autonomous study-skills.

Those facts indicated that in traditional writing classroom, students are passive during the process of learning. Since the classroom activities give fewer opportunities for student in participating and ignore the learners' potentials and resources. It becomes a problem because it is contradictive with the process of learning in Kurikulum 2013. It requires the students to be active as the centered of the process of learning activities to encourage students' enthusiasm and desire. Moreover, the result of research conducted by Rollinson (2004) toward Korean students, proved 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 only their audience.

Furthermore, concerning to teaching time, teachers have a very limited time to cover their very large materials with huge number of students in a class. It makes the students lack of gaining writing feedback from their teacher. Thokwane (2011:2) proved that teacher feedback is common in most of South African schools. Unfortunately, assessing or grading papers and providing students with feedback in overcrowded classrooms has become a real challenge for teachers. In some classrooms in South Africa for example, the student to teacher ratio is 100-150 students for each teacher. Teaching in such overpopulated classrooms limits the feedback the teachers can provide to students. Another factor posing a challenge for promoting second language writing development of some South African students is that teachers have limited time to grade students' papers. This often means students receive feedback long after completing a written task.

As the response of the fact above, nowadays teachers or lecturers are applying peer review in their writing class in order to change from teacher-centered classroom into students-centered classroom. The teacher wish it will give a better sense to the students to control their own learning. Peer Review happen when the students share or even change their written work with their peers in the classroom in order to get constructive feedback. By obtaining the feedback from their peers, students will make revisions before turning their

final work in for a grade. In the process of its implementation, the students are encouraged to work hand in hand with their peers under the supervision of their teachers. Teachers expect that the students can obtain many advantages of peer review activities.

There are some previous researchers investigated about the implementation of peer review. A research by Sengupt (2000) found that through peer feedback, the responsibility moved gradually from the teacher to peer, and finally, to the students themselves. A posttest composition at the end of the year showed that the two revising groups had made more progress than the traditionally group. Not only that, Puegphrom (2011) revealed that after experiencing the writing instruction with peer assessment and being assessed by peer the subjects' writing ability improved significantly. Highly positive attitudes towards the teaching technique were also found, in particular on the following aspects: the writing ability development, self directed learning, cooperative learning, and self confidence. In addition, Corbin (2012) states that peer review is increasingly conducted in writing classes since the prevalence of communicative approach in recent years, and it has been proved as an effective approach to improve the writing skill, to increase motivation to writing, and to learn how to treat writing as a collaborative social activity.

Not only concern about the benefits of Peer Review, but some researchers also found some negative students' perceptions toward the implementation of peer review. The first is a research conducted by Nelson

and Carson (1998) toward Chinese ESL. They investigated the students' perceptions in peer feedback experiences. As the result, the research revealed that the students preferring teacher's comment than their peers. They perceived that their peers' comments sometimes to be ineffective or unhelpful. Another study conducted by Liu and Carless (2006) noted that some students have negative perceptions of peer assessment because they are doubt about the expertise of their fellow students. Supported the first two research, the result of the study conducted by Tsui and Ng (2000) toward Hong Kong students, discovered that all students assume that the teacher is the one who is qualified to provide them with useful comments. From those findings it can be summarized that the students believed that the teacher is the only source of authority for giving the suitable feedback that can give more improvement toward their writing and peer review seen as unbeneficial activity. The result of these study showed that peer review is not only having a positive side but also some negative side during its implementation. The negative side usually related to how the students' perceived it.

However, in this study it is very useful to have a better understanding about the students' view or perception toward peer review since it is applied in one of the English Course at IAIN Tulungagung. Peer Review is implemented in course content that is English Language Teaching Course in fifth semester. In this course, the students have to write Reflective Essay as the part of learning activities. They have to write Reflective Essay to measure how deep their comprehension toward some topics being discussed

that is decided by the lecturer. Same with another types of written text, in writing Reflective Essay the students should control some aspects in writing, such as content organization, sentences variation, spelling and punctuation, etc. It is important to control those aspects of writing, since it is include on scoring rubric of writing Reflective Essay given by the lecturer. Before those essay being assessed by the lecture, as final assessment, the students will do peer review process, by exchanging and discussing their essay, then revise it based on the feedback obtained from their peers.

However, not all teachers apply it since peer review sometimes can be ineffective strategy for teaching writing due to the students' lack of competence to correct or give comment for their peers as proved by previous theories. It also happens in IAIN Tulungagung, some lecturers apply peer review, but some others do not. Not only that, for the students of fifth semester it was their first time to do peer review. That is why, it is important to know the students' perception about peer review that is implemented for assessing their Reflective Essay in ELT Course. If the results of this study proved that students gained the benefit from the implementation of peer review in the classroom, the teacher can continuously apply it, in order to foster the students to be more motivated during the class activities to achieve the learning goals. Whereas, the teacher should change the learning strategy, when it revealed that the students see peer review as unbeneficial activity to be implemented during the process of the teaching and learning. Finally, in this chance the researcher wants to conduct a research entitled "*Student's*

Perceptions of Peer Review Implemented on Reflective Writing in ELT Course at IAIN Tulungagung”

B. Statement of Research Problem

Based on the background of the research the problem of this reserach is How are the students’ perceptions of Peer Review implemented on Reflective Writing in ELT Course at IAIN Tulungagung?

C. Objective of the Research

The aim of this research is to investigate the students’ perceptions of Peer Review implemented on Reflective Writing in ELT Course at IAIN Tulungagung.

D. Significance of the Research

1. For the lecturer

The result of this research was expected can give the information for teachers who conduct a students-centered classroom activity which the learner can take an active role during the process of learning.

2. For the students

The students can use the result of this study to know what are the benefits Peer Review in learning process. So, they could seen peer review as the meaningful classroom activity that can improve their participation during the learning process.

3. For the future researcher

The result of this study is expected to give consideration and postulate to conduct the further research. Especially to motivate them to improve the new findings about the attractive and various classroom activities.

E. Scope and Limitation of the Research

Scope is the area covered in the study. In this study, the researcher wants to conduct a research focuses on the Peer Review implemented on Reflective Writing in ELT course at students of fifth grade of IAIN Tulungagung.

There are three sources of feedback, including teacher feedback, peer feedback and self directed feedback. This research limited to written peer feedback or mentioned in this study by peer review. It is implemented to assess the student's reflective essay. However, this study focused on students' perception toward the procedure of peer review, benefits of peer review toward student's writing, non writing benefits of peer review and the students' perception about the challenges of peer review.

F. Definition of Key Terms

To avoid misunderstanding of the concept used in this study, it is necessary for the researcher to provide some definition of the terms used in this research. Those are:

1. Student's Perception

Student's ways of seeing, understanding or interpreting opinions on how the implementation of peer review on their reflective writing in the classroom.

2. Peer Review

Peer review is an activity when the students share or exchange their work with their peer in order to get constructive feedback for having improvement in their work.

3. Reflective Writing

Reflective writing is the written description of experiences or concepts or theories in order to demonstrate learning and record how the thinking has changed.