

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher explain some related literatures that related to this study. They are the definition of perception, teaching writing, feedback, peer review, reflective writing and review of previous study related to this research.

A. Perception

1. Definition of Perception

Perception is one of the most important element for understanding individual differences because how people perceived a situation determines how people behave. The term “perception” viewed as an understanding of the world constructed from information obtained by means of the senses (Shaver in Johnson 1994:476).

Perception is part of that personal dimension that makes people see situations differently as well as shapes their attitude in terms of their environment. As stated by Kearney (1984:41) individuals or groups experience stimuli from the outside world to which they ascribe meaning. Although, in many instances these stimuli are experienced similarly, they may often be interpreted differently.

According to Lewis (2015:274) the fundamental elements to perception is that there is an experiencing person or perceiver; secondly, that something is being perceived (either an object, person, situation or relationship); thirdly, there is the context of the situation in which objects,

events or persons are perceived and finally, there is the process nature of perception starting with the experiencing of multiple stimuli by the senses and ending with the formation of percepts.

Related with the process of teaching and learning Jacobs et al (2004: 231) refers perception as one of the most important elements that contributed in the process of effective teaching and learning. Learning can only occur after getting stimuli and everyday each person got variety stimuli that produce the different interpretation.

Based on those definition above, it can conclude that perception is the process interpreting the stimuli or situation that is selected or organized by using existing knowledge, value or belief. Moreover, everyone has different interpretation.

In this study, perception played an important role, as data was collected in order to determine how are the students' perceptions of the implementation of peer review on reflective writing in ELT course at their classroom.

2. Factors that Affecting Perception

Factor that influence perception relate to the perceiver, perceived, and situations. Dr. A Lewis (2015:276) mention some factors within the perceiver, the target and context which affect perception:

a. The Preceiver

Various researchers identify and emphasize certain characteristics of the perceiver which can modify perception.

Randolph and Blackburn (1989:87) identify three such factors, namely that which the individual has previously learnt, as well as the motivation and the personality of the perceiver. While Robbins (1991:129) sees the attitudes, interests, motives, experience and expectations of the perceiver as having an influence on that which is perceived.

In this study the preceiver is the students fifth semester of TBI, that is the people who experiencing the peer review process. The students previous learning, motivation, personality, attitude, interest are some factors that affect their perception.

b. The perceived object/subject

The elements include repetition (stimuli that are repeated often receive more attention) and the arrangement of the target. The perceived or subject that being perceived in this study is peer review. Its arrangement and repetition in implementing of peer review will affect the students' perception. Stimuli that repeated often receive more attention.

c. The situational context

The context or situation in which objects or events are perceived influences subsequent thoughts and behaviour (Randolph and Blackburn 1989:87). Aspects such as the cultural context (Scherer & Walbott 1994:310–328; Scherer 1997:902–922), the social situation as well as the location and time of an incident (Randolph & Blackburn

1989:87; Robbins 1991:129) all have a profound influence on that which is being perceived.

The factors that affect perception were important in this study, as the respondents each focused on different stimuli from either the external or internal factors. The participants could perceive the evaluation of teaching skills differently due to factors such as culture, their unfulfilled needs, responses to their own internal states, or choosing to react to familiar rather than unfamiliar stimuli. The entire respondents were unique with their own perception and expectation.

3. The Roles of Students' Perceptions in the Teaching and Learning

Students are in a unique position to contribute to a comprehensive view of classroom practice because they experience it more than anyone else in the education system. Although students receive the same instruction from the same teacher in the same classroom, each student will interpret it differently. In the other words, they will take different things away from the lesson.

According to Farley (2014) students' perceptions data can offer a big picture view of what is happening in the classrooms. It means that students' perceptions are an important determinant of student behavior during the process of teaching and learning. By having understanding of these perceptions can be more useful in explaining their behavior than the well-intentioned inferences sometimes made by teachers. Moreover, incorporating students' perspectives on classroom activities can lead to

more productive literacy instruction and can help teacher design activities that foster greater student motivation and learning (Scherff & Piazza, 2005).

It can be concluded that investigate the students' views and perception toward teaching strategies implemented in the classroom are useful for teacher. The teacher can used it as the evaluation to create an effective learning activities based on the students need and desire. If the students gained the benefit from the learning strategy being implemented, the teacher can improve the learning activities in order to foster the students to be more motivated during the class activities. Whereas, the teacher should change the learning strategy, when it doesn't make the students motivated during the process of the teaching and learning

B. Teaching Writing

Teaching writing is intended to develop students' competence in constructing sentences and paragraphs. It is also to train the students compose short texts or essay grammatically. The responsibility lies on the teacher's shoulders to enhances and guide their students in organizing their ideas during the process of writing. Harmer (2004: 31-34) states that teaching writing is the activity where students write predominantly to increase their learning of grammar and vocabulary of the language. Teaching helps the students to become better writers and to learn how to write in various genres.

Not only that, the writing process is done through some stages. On each stage, students engage in a certain activity to construct their writing. Richard and Renandya (2002: 303) state that the process of writing consists of planning, drafting, revising and editing. Furthermore, Watkins (2005: 71) argued that the process of writing is not a single act but a collection. The writer select the topic to write, organize the ideas, write a draft, read, and revise it. Whereas, according to Blanchard and Root (2003: 41), there are at least three steps involved in a writing process.

1) Step one: Prewriting

Thinking about your topic and organizing your ideas

2) Step two: Writing

Using your ideas to write a first draft

3) Step three: Revising

Improving what you have written

So, writing is the process how to produce a written product. The process involves a series of thinking activities in which the writers have to tranform their ideas coherently and cohesively into written text. That is why, in teaching writing, the teacher does not only prepare the techniques and the material to teach, but also involve the students in those every writing process as well. The teacher also should facilitating the students with appropriate learning experience of writing so that they are encourage to explore and experiment their ways of writing. After teaching and giving the task to the students, he/ she should guide and give feedback to the students' written

work. Comments and revisions from the teacher will increase the students progress in writing. According to Ramaj (2014:81) the assessment process is the best way to improve students' writing skill, because it makes the students reflect by improving their writing. Teacher's suggestion about specific elements and parts of the paper help the students to realize their shortcoming

1. Teacher's Roles in Teaching Writing

Teacher plays an important role in the teaching and learning process of writing. There are some roles of teacher in the writing process based on Harmer (2001: 261-262) :

a. Motivator

One of the teacher principal roles in writing task will be to motivate the students, creating the right condition for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit. This may require special and prolonged effort on the teacher part for longer process-writing sequences.

b. Resource

Especially during more extended writing task, teachers should be ready to supply information and language where necessary. Teachers need to tell students that they are available and be prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way. Because writing takes longer than

conversation, for example, there is usually time for discussion with individual students, or students working in pairs or groups.

c. Feedback Provider

Giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction, teacher should choose what and how much to focus on based on what students need at this particular stage of their studies, and or the tasks they have undertaken.

Whereas, Brown (2001:340) stated that in the process of teaching writing, the teacher becomes a coach, that encouraging the students to develop their own ideas, offer their own critical analysis, and find their own voice. The roles of the teacher must be one of facilitator and coach, not an authoritative director and arbitrator.

To summarize, teaching writing needs a big effort to make the learners communicate meaningfully in an appropriate manner. The English teachers as a main component in the teaching learning process should maximize their roles as motivator, resource, feedback provider, facilitator and coach to the writing teaching learning process.

2. Approaches in Teaching Writing

a. Product Approach

It is called by product approach because the focus is essentially on the ability to produce correct texts or “product” (Richard,

1990:106). A good example of a product approach to writing is the five paragraph expository essay with the thesis statement at the end of the introduction, three supporting body paragraphs and a conclusion beginning with the thesis statement.

The product approach aims to make learners imitate a model text for the purpose of producing a correct piece of writing via dependence on the (typical) text given. The students learn writing by imitating the input in the form of texts provided by the teacher, or to quote. Those are supported by Nunan (1991:87) that argued in product approaches, students are engaged in imitating, copying and transferring models of correct language.

In this approach, the teaching writing is then often synonymous with the teaching of grammar and sentence structure. In line with this, Badger & White (2000:153) stated that product approach focuses on teaching students linguistic knowledge, by which they mean grammatical accuracy, vocabulary, punctuation, and spelling. For example, students might be asked to transform a text which is in the past simple into the present simple, or to change the plural subjects in the model text into singular ones. Controlled writing, guided writing and free writing are some techniques used in this approach.

b. Process Approach

Brown (2001: 334) talks about how the teaching of writing was affected by the teaching of other skills in the 1980's, when teachers became more interested in fluency, the use of authentic texts, the purpose of linguistic communication and the learners' inherent motivation to learn. The communicative approach to language was adopted, and students began to be regarded as thinkers and creators of language, instead of the traditional view as empty glasses to be filled with knowledge. A process approach to writing began to emerge as teachers became more interested in the process itself.

Nunan (1989: 36) states that the process approach focuses on the steps involving drafting and redrafting a piece of work. In other words, on this process approach, the important one is not only in the product, but also the writing process. Therefore, the process approach can be developed through writing practices routinely with effective activities also a better input to improve the students' writing skill.

In addition, Brown (2001: 336) says that the process approach is an attempt to take advantage of the nature of the written code (unlike conversation, it can be planned and given an unlimited number of revisions before its release). He stresses the importance of giving students the time to think while they write. He describes writing as a thinking process.

The following list adapted from Shih in Brown (2001: 335), shows what process approaches help to do:

- a. Have students become focused on the writing process as well as the end product.
- b. Have students become aware of their personal composing process.
- c. Help students create their own methods for prewriting, drafting and rewriting.
- d. Help students realize the importance of revision.
- e. Provide students with feedback during the composing process and on the final product.
- f. Invite peer feedback.
- g. Provide time for student/teacher conferencing throughout the compositional process.

It can be concluded that, the process approach is enabling the students to understand the materials and helping them to express their ideas grammatically and orderly in English during the process of writing. It focuses more on the various classroom activities which are believed to promote the students' development of skilled language use.

c. Genre Approach

In the 1980s, the genre approach became popular along with notion that the learners could benefit from studying different types of written texts as genres. Genre can be defined as abstract,

socially recognized ways of using languages for particular purposes (Hyland, 2003:18). It means that, when the learners write they should have certain goals and intentions, certain relationship to the readers and certain information to convey, using the forms of a text as resources to accomplish these. That is why, the central aspect of a situation in genre approach is purpose. The different kinds of writing or genre, such as apology, recipes, arguments or reports provide a place for different purposes (Badger & White, 2000:155). In addition, the other main focus of this approach, according to Muncie (2002), is on the reader and on the conventions a piece of writing needs to follow in order to be successfully accepted by its readership.

In the genre-based approaches, the teaching of writing, as Agustien (2006) described is started from the first stage called BkoF (Building Knowledge of The Field) where the teachers and the students build cultural context, share experiences, discuss vocabulary, grammatical patterns and so on. The second stage is called Modelling of Text (MoT) where the students are exposed to written text to develop reading skills. The third stage is called Joint Construction of Text (JCoT). At this stage the learners try to develop written text with their peers and with their teacher assistance. Finally they write texts independently in the stage called Independent Construction of Text (ICoT). Almost similar to Agustien, Cope and Kalantzis, (1993) stated that the teacher who following genre orientation often employs

the teaching and learning cycle which comprises the three phases, namely, modeling of a “sample expert” text, joint-negotiation of text with teacher, and independent construction of text by individual student.

Teacher’s role in this approach is viewed as authoritativeness rather than authoritarian (Rothery, 1996). As an expert in the classroom, the teacher provides students with systematic guidance and careful support through various activities so that students ultimately gain the control of written genres. At the same time, he/she also recognizes the importance of students’ contributions to the teaching and learning process.

In conclusion, genre based approach emphasizes at the importance of exploring the social and cultural of language use on a piece of writing. The context decides the purpose of the text and overall structure of a text in terms of language features and text structure often in the form of linguistic conventions. So, the learners are guided to write or produce a particular text type successfully through a certain teaching and learning phases.

3. Principles for Teaching Writing

A teacher should concern some principles for teaching writing to achieve the goals of teaching and learning process. In the teaching of writing, the teacher is expected to give many opportunities for the students to practice and produce the text. It means that the teacher should create the

situations where the students can practice and product text with high motivation and interest. The teacher also should organize the teaching and learning process in order to help the students understand how to write well.

Every teacher should consider some principles while planning a course, whether it is a writing course, or a course in which writing will play a part. Sokolik (in Nunan 2003: 92) proposes a few principles that can be adapted to the many different learning situations as follows.

a. Understand the students' reason for writing

It is important to understand and match the students' goals and the school's goals to avoid dissatisfaction in the writing instructions. Teacher needs to convey goals to students in way that make sense to them.

b. Provide many opportunities for the students to write

Writing almost always improves with practice. Teacher needs to evaluate the lesson plans whether they have adequate time spent for writing. Practice writing should provide students with different types of writing as well.

c. Make feedback and meaningful

Students crave feedback on their writing, yet it doesn't always have the intended effect. Teacher needs to make sure that the students understand the vocabulary or symbols that are wrote to comment on students' paper.

- d. Clarify for yourself, and for your students, how their writing will be evaluated.

Students often feel that the evaluation of their writing is completely subjective. To overcome such situation, the teacher needs to develop a statement about what is valued in students writing, either in the classroom or in the institution as a whole.

So, the teaching of writing is not a simple matter, but the teacher can create a lot of activities which can raise students' motivation in writing. By applying the right strategy in writing class, it is believed that students will have high enthusiasm in joining the lesson.

C. Feedback

1. Definition of Feedback

Feedback is a key element in language learning. According to Hattie & Timperley (2007:81) feedback is information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. Narciss (2008:127) also defines feedback as all post-response information that is provided information to learners about their actual state of learning or performance. It is clear that feedback is designed to provide an understanding of performance through offering guidance on the knowledge that they possess.

One of the factors which seem to be of great importance in dealing with feedback is that it helps students to reconstruct their knowledge or

skill to what is desired. The main purpose of feedback is to reduce gap between students' current understanding and the competence goal. In line with Hattie & Timperley, Nation (2009: 115) stated that feedback is an important way in encouraging students to keep their goals in mind.

Moreover, Nicole and Macfarlane-Dick (2006:7) suggested seven principles for feedback practice. They claimed that good feedback practice:

1. Helps clarify what good performance is (goal, criteria, expected standards);
2. Facilitates the development of self-assessment (reflection) in learning;
3. Delivers high-quality information to students about their learning;
4. Encourages teacher and peer dialogue around learning;
5. Encourages positive motivational beliefs and self-esteem;
6. Provides opportunities to close the gap between current and desired performance;
7. Provides information to students that can be used to help shape teaching.

Based on these principles, it is clear what feedback is trying to achieve. However, feedback is particularly important especially toward students' writing. Hyland & Hyland (2001: 186) stated that feedback can be viewed as an importance process for the improvement of students' writing skills. Celce-Murcia (2001) also says that feedback is the most central component to improve writing skills. Supporting that statement,

Karim & Ivi (2011) found facts that feedback has some important roles in the writing process to develop students' writing skill. Therefore, students should be provided with feedback about the effectiveness of their writing so that the students can carry on the idea of their writing.

2. Source of Feedback

Lewis (2002: 15-23) 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

Peer feedback is done by the students to look at each other's drafts. Each student has to respond based on his or her ability. It can be imagined that in the peer feedback the students will make a discussion about their writing text to 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. However, peer response is said to provide a means of both improving students' draft and developing readers' understanding of good writing (Hyland, 2004).

c. Self-directed Feedback

Ferris in Richards & Renandya (2002) says that when the teacher does not have time to give response to all students' writing, the students are expected to self-edit their writing. However, the teacher does not then leave the students to give feedback to their writing but the teacher has to teach the students to self-edit.

In self-edit, 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. In addition, Nation (2009) confirms that the use of self-edit can encourage metacognitive awareness of the writing process and the quality of good writing

3. Techniques in Giving Feedback

Harmer (2001: 148) mentions some techniques that are used in giving feedback to students' writing. The techniques are as follows:

a. Responding

Responding to the students' work can be considered as an attempt to give feedback on their writings. This type of feedback is designed specifically for situations in which the students will go back and review the draft before producing a new version. When the teacher wants to respond to a students' final product (an essay or finished project), the teacher can say how he/ she think about the text and what he/ she think the students might do next time if they are going to write something similar. In other words, the teacher's response on the students' work can be used to motivate them rather than assessing or evaluating.

b. Correcting

Some teachers use codes and put them in the body of the writing itself, or in a corresponding margin. This makes the correction much neater, less threatening, and considerably more helpful than random marks or comments.

Frequently, the uses of symbols as indirect feedback on students' writing refer to the students' errors, such as the teacher use symbol S to indicates that the students have a spelling error in their writing, symbol WO for a mistake in word order, or G for grammar mistake.

The teacher also correct students' work by putting ticks againts good points and underlining problems. In the end of the students' work the teacher also can write summarising comments what was appropriate and what needs correcting.

c. Training Students

The students need to know the what the teacher mean and what the students should do after getting feedback from their teacher. This involves training the students to understand the process of giving feedback. The techer can start the training by giving incorrect sentences in the board. Then the students come up to the board and underline the mistake in the sentence. Activities like this get them used both to the idea of error-spotting and also to the convention of underlining. The teacher also can introduce students to correction symbol by showing

examples of each category one by one. When the students have had a good chance to get to know how to use correction symbol, the teacher can start to use them when looking at students' work.

d. Involving Students

Feedback on writer work does not only come from teachers. The teachers can also encourage students to give feedback to each other. It has positive effect on group cohesion. Muncie (in Harmer 2001: 150) states that students are much more likely to be provoked into thinking about what they are writing if the feedback comes from one of their peers. The teacher also can encourage the students to self monitor by getting them to write a checklist of things to look out for when they evaluate their own work during the drafting process.

D. Peer Review

1. The Definition of Peer Review

Peer review is one of techniques in teaching writing. Bartels (2003) states that peer review is also referred to as peer editing, peer response, peer evaluation, and peer feedback, in which students read each other's writing and provide feedback to their peers. Peer review is an activity in process of students' writing to responding to each other's writing.

In general, peer review involves student's interaction in learning process. Liu and Hansen (2005) stated that peer review is an interaction which involves students to exchange information. The students will take

their roles or responsibilities which are normally taken and done by teachers or trained tutors in commenting or criticizing each other's writings or drafts in the writing process.

According to Hughes & Ballantyne (2002) the implementation of peer review is important because a peer review exercise entails students using their knowledge and skills to review and clarify works of their peers. It means that during the process of implementation of peer review the students get opportunities to develop their ability to give constructive feedback, they receive advice on their drafts, they have a broader audience for their work than just a single instructor, and they see different approaches other students have taken in responding to an assignment.

From those definition, the writer conclude that peer review is the process when the students share or even change their written work with their peers in the classroom in order to get constructive feedback for having revisions and improvement to their written work before collecting their work to the teacher. It is one of the good techniques in teaching writing, because it involves students as the main part of teaching learning process.

2. The Procedures of Applying Peer Review

There are some steps when teacher wants to apply peer review as the part of learning activity. According to Sengupta (1998) peer review process involves students to write their own compositions that are their

first draft. Then, they exchange this first draft with their partner or the person sitting next to them, read each others' work and give comments and suggestions where necessary. They then return the compositions with the suggestions and comments. Peers then revise the essays and make improvements. The teacher's role here is just to facilitate where they need to guide the students and help out with difficult words and so on.

Tickoo (1995: 87) provide more complete procedure of conducting peer review, that consist of some phases based on the information that is collected from experts and previous research are as follow:

a. Phase 1-The Training Session

In this session the teacher introduce the concept of peer review by having them brainstorm the positive and negative aspects of peer review. The negative aspects are delivered in order to help the students to avoid it when critiquing their peer's work. Not only that, in this phase the teacher also discuss about the proper language that should be used during peer review. Over all this phase involve explaining the concept of peer review.

b. Phase 2-Modelling

In this phase the teacher shows the sample writing worksheet complete with the rubric that contain criteria and standard of assessment. Then the teacher give two peer review rubrics to the students. Which were models of a "bad" critique and a "good" critique. The students are asked to identify and elicit the differences between the good and the bad comments.

c. Phase 3-The Peer Review Process

The third phase of the peer review process use the actual writing and peer review papers. First of all the teacher gives assignment for the students to write the first draft. After finished their work, the students exchange their first draft one with another. Then each students give comments on their peers work based on the rubric that has been set up by the teacher. In this phase the students work in pair, while the teacher moving around to check its implementation.

After having feedback from their peers, then they returned the written work into the owner complete with the rubric or guideline sheet. The last process is they should revise their work based on feedback that they got from their peer before collect it to their teachers.

It can be concluded that, peer review consist of some steps. The students should follow all steps in the peer feedback procedure when they assess their friends work. The teacher also can choose the best procedure that suitable with the students' condition in order to achieve the learning goal.

3. The Principles of Using Peer Review in Teaching Writing

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

a. Utilize peer review consistently.

It means that by applying peer feedback should be consistent because it can influence the success of using it. Peer review 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. So before the implementation, 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 review to students.

This principle should be done before the activity started. It will lead the students to the positive view about peer review activity because they tend to negative judgment about peer review. 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 review, the students will be encouraged seriously in giving useful feedback.

c. Prepare students carefully for peer review

The preparation is the key of success of peer review. The teacher can start by explain the role of peer in the writing class, then giving the sample the process of peer review by having groups of students write a paragraph collaboratively and then having another group critique it for revision. The teacher also can discuss the strategies in conducting an effective peer review process with the

students, so they have been get an enough ideas about what should they do during the real process of peer review.

- 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 review is mixing stronger, mid level, 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 teacher role is giving guidance for students in order to make them enjoy in doing peer feedback. Giving a clear example of peer review 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 review sessions need a controller that should be done by the teacher. The teacher can move around the class during the implementation of peer review to observe so that he/ she can give evaluation in the end of lesson.

- g. Hold students responsible for taking peer feedback opportunities seriously.

To promote the students' responsibility is very necessary when they do the peer review. The ways to promote students' accountability are asking them to write their peer review experience and submit their peer review forms.

In conclusion, when the teachers want to apply peer review 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.

4. The Benefits of Peer Review

Peer review has been advocated in several studies for a number of benefits. The first is that the implementation of peer review will improve the quality of students' writing. According to Corbin (2012) peer review has been proved as an effective approach to improve the writing skill, to increase motivation to writing. In addition, Liu and Steckelberg stated that (2010) peer review appears to improve the quality of a student's writing.

Not only improve students' writing, the process of peer review give the students more chances to use their knowledge and skills to clarify their peer's written work critically. As stated by Hughes and Ballantyne (2002) during the process of peer review the students get opportunities to develop their ability to give constructive feedback, they receive advice on their drafts. In addition, giving comments and revise allows learners to develop criteria for evaluation and to become a critical reader. This enhances their ability to evaluate their own work and be more critical revisers of their

own writing and mistakes (Rollinson, 2005). As learners engage in critical evaluation of peer text for the purpose of exchanging help for revision. Because learners can learn more about writing and revision by reading other's drafts critically and their awareness of what makes writing successful and effective can be enhanced (Wakabayashi, 2013).

By reading critically then giving comments on their peers' writing, it will develop students' awareness for indicating the mistakes in their own writing easily. According to Kasper (1998) as the students assess their classmates' writings critically, they decide on the strengths and weaknesses of their peers' papers and gradually learn to determine what actually works and what does not; thus, they become aware of the potentially similar mistakes they make in their own writings.

Those whole process of giving and receiving feedback indirectly will enhance the students' collaboration and interaction. In line with this statement, Rollinson (2005) stated that peer feedback, with its potentially high level of response and interaction between reader and writer can encourage a collaborative dialogue in which two-way feedback is established, and meaning is negotiated between the two parties. In addition, It operates on a more informal and comprehensible level than teacher response. It provides a change from the more one-way interaction between the teacher and the students who have to revise their papers based on the teacher's authoritative comments without necessarily agreeing with or even understanding them.

However, the students' will be more independent to to take their own responsibility to revise their work. As stated by Yang et al., (2006) Peer feedback was associated with a greater degree of student autonomy, and so even in cultures that are said to give great authority to the teacher, there is a role for peer feedback. More completely, He also stated that peer review is beneficial in developing critical thinking, learner autonomy and social interaction among students. Moreover, according to Hyland (2000) peer feedback encourages student to participate in the classroom activity and make them less passively teacher- dependent.

In conclusion, if peer feedback is thoughtfully carried out it can assist the student to have more chance in giving and receiving feedback, developing their critical thinking, awareness of making mistakes and learning autonomous. Not only that, peer review also can facilitate the students to do a collaborative learning in the process of giving and receiving feedback since they have to work together with their peers.

5. Challenges of Peer Review

As one of teaching strategies, peer review not only having some benefits but also some challenges during its implementation. According to Davies (2000) and Carless (2006) some students have negative perceptions of peer assessment because they are doubt about the expertise of their fellow students. It makes the students preferring teacher's comment than their peers. They perceived that their peers' comments sometimes to be ineffective or unhelpful (Nelson and Carson, 1998).

Another challenge is that the students tend to criticize their enemies and they praise their friends thus in effect tend to be bias. Woolhouse (1999) in Patri (2002) stated that students have difficulty in making sincere and truthful judgments. Woolhouse also stated that peers do not make honest (2002) mentioned that peers feel emotionally prejudiced against giving low grades to their classmates. Then, during peer evaluation, students are said to overestimate and underestimate their peers. This was supported by Boud and Tyree (1979) in Patri (2002) who stated that peers tend to underestimate and overestimate their friends. Low achievers tend to overestimate high achievers and high achievers tend to underestimate low achievers.

It can be conclude that the challenge of peer review is that students doubt about the expertise of their fellow students and they tend to be difficult in making truthful judgements.

E. Reflective Writing

An increasing number of courses require students to write reflectively. It is not sufficient to have an experience in order to learn. Without reflecting on this experience it may quickly be forgotten, or its learning potential lost (Gibbs, 1988: 9).

Hampton (2010) stated that in an academic context, reflective thinking usually involves:

- a. Looking back at something (often an event, i.e. something that happened, but it could also be an idea or object).
- b. Analyzing the event or idea (thinking in depth and from different perspectives, and trying to explain, often with reference to a model or theory from your subject).
- c. Thinking carefully about what the event or idea means for you and your ongoing progress as a learner and/or practicing professional.

Reflective writing can be defined as evidence of reflective thinking. Reflective writing may be an occasional requirement or it may be a core feature of most or all assignments (Hampton: 2010).

Related to reflective writing, Hampton (2010) also proposed the basic structure of reflective writing those are:

- a. Description (What happened? What being examined). It states what, where, who and when as appropriate to the writer situation.
- b. Interpretation. It states what is most important, useful, relevant about object, idea or event and how it can be explained.
- c. Outcome. It describes what have the writer have learned and its usefulness to the writer future.

So, it can be concluded that reflective writing is the written description of experience or concepts or theories in order to demonstrate learning and record how the thinking has changed.

F. Review of Previous Study

Previous study related to this study is conducted by Candra Arifiana (2015) with the research entitle “*Improving Student’ Skill in Writing Recount Text by Using Peer Review Technique*”. This research focused on implementing peer review technique to improve the students writing skill on Recount Text. It conducted by using classroom action research that consist of two cycles and each cycle consist of two meetings. The result of this research showed that by using peer review technique as a learning technique gives the improvement to students’ skill in writing recount text. The students’ writing improvement is including some aspects of writing such as organization, grammar, punctuation and style.

From the other country, the research about peer review has been conducted by Laura Levi (2014) from East Carolina University, USA. The title is “*Students’ Perceptions of Peer Feedback*”. The purpose of that study was to investigate American’s students’ perceptions of peer feedback in college foreign language courses. The quantitative results showed that students had high perceptions of the experience. This research also revealed that students reported receiving feedback from their partners more global aspect comments, focused on organization and idea development than local aspect comments that focused on grammar and mechanics.

Moreover, recently study also conducted by Adam Loretto (2016) from Grove City College, USA. The title of his research is “*Secondary students’ Perceptions of Peer Review of Writing*”. In that study, the writer

investigated high school students' perceptions of peer review through a questionnaire administered to 513 students from four schools who had used SwoRD, an online peer review system. The data were analyzed both quantitatively and qualitatively. The finding proved that most of students viewed peer review as a helpful to their writing development. In other words, the students learn a great deal about writing from reviewing other students' paper.

It can be summarized that those previous research mostly focusing on the effectiveness of peer review to improve the students' writing. In addition, it only resulting about the students perception about the implementation of peer review toward their writing skill improvement. However, in this research, the researcher not only investigates the students' perception about effect of peer review toward their writing skill, but also their perceptions about not writing benefits of peer review, the procedures and the challenges of peer review.