CHAPTER I

INTRODUCTION

This chapter discusses some items, namely, the background of study, the problems of study, the objective of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

A. Background of Study

The ability of academic writing is a skill that is taught and mastered by college level learners because at this level of students are expected to have the ability to think more conceptually, write more analytically, and read more critically. However, in reality, students still find difficulties in writing English. Even Indonesian student still get the problem in English. Many factors can influence it, they have the lack of vocabulary, difficult to write it, less knowledge about grammar. Beside that, English is not their first language. On the other hands in Indonesia, it is still use English only found in a classroom where the language is being learned. Therefore, some strategies are needed to improve the academic writing ability. The process of increasing writing ability can start from the writing class obtained in college.

There are several problems in teaching writing. In academic writing class, the researcher finds several problems in teaching writing. First, students have difficulties arranging ideas into a piece of writing,thus they need much time to do it. They put everything in their mind into theirwork which makes the writing become unorganized. Students usually do notknow about what and how to write.

Their writing is not developed becausethey always do the same mistake in their next writing.Thus, the effective learning process is needed in order to obtain better learning outcomes.

The effective of learning is learning that can move student to active, positive, fun enthusiastic, and full passion. When the teacher teaches about English, the student feel bored, the feel like English is language that difficult to understand. So, interaction between student and teacher should be improved on space which is fun, active, and educate. This interaction need to develop well, one of is giving peer feedback for student.

Peer feedback is applied in a way that engages learners in reading their peers' drafts and in providing feedback based on what the teacher asks for. Traditionally, learners are asked to exchange their drafts with their partners and evaluate the organization, content and the language of the papers by answering some questions. With the help of the feedback received, learners are assumed to edit their writing for the subsequent drafts.

Purwanto (2008: 19) states that peer-correction technique refers to the activities of students in reading their friend's writing then make a response (in the form of correction) in his position as a reader. Furthermore, Walz (1982: 27-32) mentions various forms of peer-correction technique implementation as follows: (a) using projection media, (b) discussing in groups, (c) peer-to-peer exchanges, and (d) write in groups.

In this study, peer-correction technique suggested by researchers to be applied by teachers in learning to write scientific papers is the third technique, namely the exchange of peer writing. The process is the exchange of writing for example with a classmate to be corrected. So, between students with one another mutually correct the writing that has been made by his friend. This process should still be under the guidance of teachers. Teachers need to assert to students that they must be serious in correcting based on the types of errors that have been determined.

Besides pointing out forms of peer-correction implementation, Walz (1982: 17) also mentions several benefits that can be gained from the application of peer-correction, among others: (a) will be able to strengthen student motivation in language learning process, (b) will be able to involve students are more active in teaching and learning process, (c) correction given will be more easily understood by other students, and (d) by applying peer correction technique hence student will more role to be more active in learning.

In addition there are some benefits of peer feedback techniques, in some studies also show there are some negative aspects. Most research provided a qualitative observation of what may have caused such perspectives, for example, Liu & Carless (2006) noted that one reason being that students doubt the expertise of their fellow students (as compared to their instructors) or the problematic power relations that students associate with assessing their peers (Falchikov, 2001). These studies indicate that students are not comfortable with the non-traditional

idea of their peers assessing their writing in place of an instructor.So, there is a need for further investigation into students' perspectives on peer feedback and factors that influence such perspectives.

Students' perception is an process of observation of an object concerning the response of the truth while in activity class. Human as social beings, then there are differences between individuals with each other. In fact most attitudes and behaviors are determined by their perception. According to BimoWalgito (2010: 54), perception is an impression ofan object obtained through the process of sense, organizing,and the interpretation of the object received by the individual,so it is a meaningful and an integrated activity within the individual.

The researcher conducted this study because the previous study conducted those studies in overseas. Nowadays, the researcher conducted this study in Indonesia as EFL students to compare them. Therefore, the study aimed to investigate students' perception about peer feedback on student of English department at STAIN Kediri. It was hoped that the findings could encourage teachers to help students improve their achievement by providing more strategy training and conducting intensive class activities.

B. The Problem of the Study

Based on background of the study, the general question of this study is:

1) How do students perceive peer feedback in academic writing class?

2) What kinds of peer feedback do students find useful in academic writing?

C. The objective of the Study

Related to research question stated above, the objectives of this study are:

1. To know how students' perception about peer feedback.

2. To know which type of peer feedback is useful in academic writing.

D. The Significance of the Study

The goal of this research is expected to be useful for teacher, student, and readers:

1. To the teacher

The teacher is expected to know students' perception about peerfeedback at STAIN Kediri. By conducting this research, the researcher hopes that teachers know how student feel after given feedback by their friend. It can be useful for learning, teacher know what the type of peer feedback they want to receive more or less of it.

The goal of the study can be useful for students to improve their writing ability. They will get some critical and suggestion, so they can receive and improve it, they get motivation to study when their friend give some advises. The researcher hopes that the studentswill more interested and more enthusiastic in learning. So, it can improve achievement and student learning outcomes.

2. To the readers

The result of this study can be used as the reference and to develop their knowledge about students' perception of peer feedback in EFL's students.

E. The Scope and limitation of the Study

1. The scope of the study are as follows:

The scope of the study is students' perception of peer feedback in academic writing class of the fourth semester student of STAIN Kediri.

2. The limitation of the study is as follows:

Here the limitation of this study is the students of STAIN Kediri. The researcher takes the fourth semester of students of STAIN Kediri. It is located St. SunanAmpel, Ds. Ngronngo, Kec. Kota, Kab. Kediri as the subject. They started do their assignmentin classroom. Then teacher asks them to peer their work to his/her friend. To know the result, the questionnaire is done by giving. This study will be conducted at fourth semester, academic year 2016-2017.

F. The Definition of Key Terms

In order to avoid understanding of some terms used in this study the following parts will clarify:

1. Students' perception istheir thoughts, beliefs, feeling about persons, situations, and events.

2. Peer feedback is feedback that engages learners in reading their peers' drafts and in providing feedback based on what the teacher asks for.

3. EFL Learner is students who are only learning English in the classroom.