

CHAPTER II

LITERATURE REVIEW

Once a research problem has been identified, a review of related literature is needed. By reviewing the related literature, the research can relate the previous research and the theory to the problem under investigation. This chapter is devoted to review some relevant theories underlying this study. It consists of some items such as the theory of perception, the process of occurrence perception, factors influencing perception, aspect of perception, feedback, students' perception on the effectiveness of feedback, and peer feedback in EFL classroom.

A. The theory of Perception

There are some theories of perception. According to Depdiknas (2002: 259), perception is response or finding object from the reception of the object through the five senses. In this statement, it is clear, that perception is the impression of a person's image or response after the person is absorbed to know some things (objects), through the five senses. According to Bimo Walgito (2010: 54), perception is an impression of an object obtained through the process of sensing, organizing, and the interpretation of the object received by the individual, so it is a meaningful and integrated activity within the individual. This opinion is not contrary with the opinion before, but more explain the process of occurrence after absorption so the objects obtained through the five senses then it is organized and interpreted so it has meaning for the individual, the process of perception is a unity of activity within the individual.

The third theory by Robbins (2003: 97) who describes that perception is an impression gained by individuals through the five senses then it is analyzed (organized), interpreted and evaluated, so the individual gain meaning. Robbins's opinion more complete than the opinions before, because there is evaluation or assessment aspect toward the object of perception.

According these definitions from Mendikbud, BimoWalgito and Robbin the above does not conflict with each other. From the three sources there are similarities, namely:

1. Perception is an impression or representation objects from the outside of individual.
2. The process of perception is obtained through the senses.

While the difference:

1. BimoWalgito explains more detail about the process of perception, such as through absorption then organized, interpreted so it has meaning. While the process of perception is a unity.
2. Robbin is more complete with one evaluation indicator, once it occurs absorption, organization, interpretation, then evaluation.

Based on the discussion, the researcher concludes that:

Perception is the response of the representation or the impression about an object that is obtained by the individual through the five senses, then organized, interpreted, and evaluated, so gained the meaning about object, while the object of perception in this study is student 4th semester about peer feedback.

According Robbin (2003: 124-130), The indicator of perception are two types, namely:

1. Reception.

The process of acceptance is an indicator of perception in the physiological, i.e. the functioning of the senses to catch stimulating from the outside.

2. Evaluation

The stimulation of the outside that has been sensed, then it is evaluated by individuals. This evaluation is very subjective. The one values the same stimulus as something difficult and boring. But the other one values the same stimulus as something nice and fun.

According to Hamka (2002: 101-106), the indicator of perception, there are two types, namely

1. Absorbs, is the stimulation in outside from the individual are absorbed through the senses, into the brain, get a place. There are process of analyzed, classified and organized based on their experiences. Thus, it produces different mind in each person even though the stimulus that was given same.

2. Understand, is the indicator of perception as a result classification and organization process. This stage occurs in a psychic process. The results of analysis is understanding. The understanding is also subjective, different for each person.

According to BimoWalgito (2010: 54 -55), perception has indicators as follows:

1. Absorption of stimulus or objects from outside the individual.

Stimulus or object is absorbed or accepted by the five senses, such as vision, hearing, touch, smell, and taste individually or together. From the results of absorption or acceptance by the five senses will get the ideas, responses, or impressions in the brain. The ideas can be single or plural, depending on the object of perception observed. In the brain, it collects ideas or impressions, both old and newly formed. The clear or not the ideas depends on the clear or not the stimulus, the sensitivity of the senses and time that just or long ago.

2. Understanding

After there are ideas or impressions in the brain, then the ideas are organized, classified, compared, and interpreted, so it forms understanding. The process of understanding is very unique and fast. Understanding formed also depends on the old ideas that the individual has before. It is called apperception.

3. Assessment or evaluation

Having formed understanding, there is an assessment of individual. Individuals compare the understanding that is gotten with the criteria or norms their own subjectively. The assessment of each person is different although the object is same. Therefore, perception is individual.

From the three opinions, yaitu Robbin, Hamka and Bimo Walgito, The indicators of perception can be presented as follows:

According Robbin:

1. Acceptance / absorption.
2. Evaluation

According to Hamka:

1. Absorption
2. Understand

According to BimoWalgito:

1. Absorption
2. Understand
3. Assessment / evaluation

After comparing the three opinions, the researchers are at least with BimoWalgito that perceptual indicators are three points, that are absorption, understand and assessment (evaluation). The reason researcher uses BimoWalgito's opinion is more complete and combination with Robbin and Hamka's opinion. Furthermore, the perception indicators are very useful for the development of student perception instruments toward peer feedback in academic writing class.

B. The Process of Occurrence Perception

According to Hamka (2002: 81), the process of perception through stages as follows:

1. The first stage is a stage known as the process of nature or physical process, which the process of capture a stimulus(object) by the five senses.
2. The second stage, a stage known as physiological processes, which the process of forwarding the stimulus or objects that have been accepted the senses through sensory nerves to the brain.

3. The third stage is a process known as processpsychological, which is the process in the brain, so the individual understand, realize, interpret and judge the object.

4. The fourth stage, is the result obtained from the process of perception, such as responses, ideas or impressions.

C. Factors Influencing Perception

Perception is influenced by some factors of individual experience in observing an object. It will also affect the individual in perceiving the object. In addition, other factors that affect the individual in perceiving is the process of learning and personality by the individual because the learning process' experienced by a person is different from one and others, so when we perceive on the same object it will different opinions.

Perception is not independent, perception is influenced by various factors around it. There are culture, learning experience, knowledge, and personality. Those factors will be seen through highly selective attention, experience and traits of stimuli to be used as perceptions or judgments.

According to BumiWalgito (2010: 54) the factors influencing perception, namely:

1. The existence of the perceived object

The object generates a stimulus that concerns the sense device or receptor. Stimulus may come from outside the perceiving individual, but can also come

from within the individual concerned directly to the receiving nerve acting as a receptor.

2. Sensory or receptor devices

Sensory or receptor device is a means to receive stimulus in addition there must also be a sensory requirement as a means to continue the stimulus received by receptors to the central nervous system, the brain as the center of consciousness. It is as a tool for making the necessary motor responses that can shape a person's perception.

3. Attention

To be aware is required the attention, which is the main step as a preparation in order to hold a reception. Attention is the concentration of all the individual activities directly to set the objects.

D. Aspects of Perception

Basically, perception contains three aspects or components, such as affective components, conative components, and cognitive components. The attitude of a person on an object is a manifestation of the three components that interact to understand, feel and behave toward the object of attitude. These three aspects interact and are consistent with one another. So there is an internal organization between the three components.

BumiWalgito (2010: 50) proposes three main aspects of perception:

1. Cognition

This aspect involves components of knowledge, views, expectations, ways of thinking / gaining knowledge, and experiences of the past, as well as everything gained from the perception of individual perceptions.

2. Affection

This aspect concerns the components of emotional feelings and individual states of a particular object as well as everything that concerns bad evaluations based on one's emotional factors.

3. Psikomotor

This aspect concerns the motivation, attitude, behavior, or individual activity in accordance with his perception of a particular object or circumstance.

E. Feedback

In this part, it explores about theory of feedback and the types of feedback by some theories.

1. Theory of feedback

Feedback has many terms definitions, and it has been proven relatively difficult to define exactly. Moreover, feedback can relate to several issues, and it can be used for different purposes. Here the focus of feedback is on education and thus definitions related to that context are presented. One way of understanding feedback is to see it as “helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc.” (Merriam-

Webster 2015). According to Hattie, the power of feedback is influenced by the direction of the feedback relative performance on a task (Hattie, 2007). From those, it is important to genuinely see the effect that feedback has on people in different contexts and situations, based on the task. Another definition of feedback relate with the field of education arises from the assumptions that feedback ultimately is what one needs in order to learn a key in learning. It is “a product that is presented to learner by someone” (Taras, 2013:31). The process of feedback is as to be a product, and as the feedback receiver a learner in the context.

According to Askew (2000:6) feedback is simply “a judgement about the performance of another”. She stated that when feedback is given, the receiver is usually estimates someone who is not as skilled in that topic as the feedback giver. In other words, The assumption is the one giving feedback which is competent enough to advice someone else. The case is often do with teacher- student feedback, when the teacher helps the students and shows his/her expertise. Moreover, it can be assumed that whether the person giving the feedback is a student talking to another student, or a child giving feedback to an adult, the receiver of the feedback is someone who at that point is not aware of the issues and will want to hear what the other person has to say. These are assumptions that will not always hold true, but are a good base for the concept of feedback.

The definition I will use in the present study is Moss’ and Brookhart’s definition of feedback as “a teacher’s response to student work with the intention of furthering learning” (2009:44). This simple definition takes the consideration

not only the fact that teacher's must often reply to students' work by giving suitable feedback, but also the issue of the utility of feedback. After all, a teacher's job is to make sure people learn the topics they are meant to learn, with the focus on effective learning and thus also effective feedback.

2. Types of feedback

Feedback has some types. There are oral feedback, written feedback, peer feedback, and corrective feedback, the exposition below as follows:

a. Oral feedback

Oral feedback is one type of feedbacks, it is feedback that is given orally and often in interaction with people. It can be given to an individual, to a group or to the whole class (Brookhart 2008). As a feedback experience, it is the most natural one, because it can be given instantly and frequently (Clarke 2003). Moreover, one knows what one has done right and what could be improved right after the performance, not a day or a week later. The oral feedback is also a chance to ask questions about the feedback one received, or justify or argue one's choices. Thus, the issue is still fresh and one can assume that the student also feels more motivated to listen to the feedback, because he/she still remembers how the task and the performance was like. One requirement for oral feedback, according to Clarke (2003:17), it should focus on the learning intention of the task in order to be effective and worthwhile (see also Brookhart 2008).

There are many ways of giving feedback orally, and some of the most common ways to give oral feedback to an individual are at the student's desk

quietly, while the class is doing something else. This way it does not have to be planned beforehand, and a teacher can easily talk about issues that arise during class or something else he/she wants to give feedback on. Teacher can also give feedback at teacher's desk, either by planning it beforehand with a student or more informally, for example if a student decides to come and ask something. Oral feedback to an individual can also be scheduled for a specific time, even after school or during recess. (Brookhart 2008: 48). It depends on the type of feedback one wants to give, whether one needs to make an appointment or casually implement individual feedback as part of the class. Oral feedback to a group or class is often given at the start of the class, when teacher wants to summarize previous issues that arose in the last session. Moreover, it is a good way of giving information about a certain issue, for example when a teacher wants to make sure students understand everything. Groupfeedback is profitable also during performances, and it can be given both live as the matter arises, or even videotaped, later in the class. Videotaped oral feedback is still more personal than written comments (Harmer 2004). One should always remember the importance of feedback, while during class it is easier to give feedback to a whole class rather than focus on individuals.

b. Written feedback

Written feedback is an essential part of the feedback system, and it has been used in education alongside oral feedback. With written feedback, it basically aspires to achieve the same goals as with oral feedback. The main target is to help

the students and give feedback in a way that succeeds in developing their skills in the best possible way. However, Deirdre (2010:23) indicates that teachers and writing instructors always assume that students' writing is a process, in which they modify their writing after a received feedback from the teacher. Moreover, this means that students should have the time and resources available to do so, and this is not always the case. The feedback, then, must be encouraging and respectful, making the students develop using their own ideas and own strengths during the process, while the feedback only works as a guiding mechanism. Harmer (2004) has divided written feedback broadly to two categories: responding and correcting. Responding refers to the type of written feedback that is concerned with the content and the outline of the writing, not merely accuracy. Teacher's role in this case is not to judge student's work, but to build an atmosphere for affective dialogue. As for correcting, it focuses on pointing out the errors in various ways and thus indicating that there is something wrong in student's work. Especially if one uses process-writing, responding has proven to be more useful. (Harmer 2004:108-109) Moreover, it is always important to remember to handle errors and their correction with specific care, because it can be threatening or demotivating for students to receive information on where they performed wrongly. Interestingly, students often prefer feedback on grammatical items instead of for example on content or the design (Harmer 2004:112).

c. Peer feedback

Peer feedback is one of the feedback types that can use in the classrooms. Before, it was only the teacher who had the right to give feedback and help the students improve their language use. Nowadays, using peer feedback is a natural part of many classrooms. One of the main advantages peer feedback has is the fact that it makes it easier to exchange ideas for the students. This way, students do not only have to rely on the teacher's knowledge, but instead get to receive often useful information and opinions from each other.

d. Corrective feedback

Corrective feedback has received a significant amount of attention in the research field and it has been studied from different perspectives. Thus, I consider this topic to be important also for my research and have covered corrective feedback relatively extensively here. Lyster and Ranta (1997, 46-48) have divided corrective feedback into six categories, and their definitions have been used on several studies later on. First, according to them, explicit correction occurs when a teacher provides a correct form, indicating that what the student said was incorrect. Second, recasts refer to reformulation of all or part of the student's utterance, except the error. Third, clarification requests indicate that there is something wrong in the student's utterance, or that it has been misunderstood. Fourth, metalinguistic feedback occurs when a teacher does not explicitly provide the correct form, but uses comments, information or questions in order to help a student. Fifth, elicitation refers to the ways teacher can directly use to get the

correct form from a student. It can be done by using the speech, asking to reformulate, or asking questions to get the correct form. The sixth and final type of corrective feedback is repetition, which occurs when a teacher repeats student's erroneous utterance, often using intonation as help.

Moreover, it always depends on the situation and the case when deciding what corrective feedback type to use. For example, if the goal of the task is to simply produce the right form of the word, then a teacher can simply repeat the incorrect form or even provide the correct form. Time, unfortunately, is often in short supply in classrooms, and thus it is not always possible to spend a great amount of time trying to get students to correct their mistakes.

F. Students' perception on the effectiveness of feedback

Here some studies about students' perception on the effectiveness of feedback that have been selected for review, Sabine (2011), Kala and Robert (2010), and Caroline (2014). Those studies explore how the effectiveness using feedback as learning strategies with the difference views and factors.

Sabine (2011) stated that Individual verbal feedback was considered the most effect way of ensuring students' engagement with feedback, even though many students' preference was written feedback. Various studies have confirmed the importance assigned to feedback by both staff and students, but also show that students are frequently dissatisfied with the feedback they receive. Student ratings of satisfaction with feedback are consistently lower than other teaching and learning elements within the UK higher education sector. However, reasons for

this dissatisfaction are often unclear to teaching staff, who believe their students are receiving timely, extensive and informative feedback. In evaluation the study clearly expressed their appreciation of feedback that best serves what they consider to be the main purpose of feedback, namely to give practical advice on how to improve their performance in their next assignment.

Another study, Kala and Robert (2010) argues The preliminary results emphasize the importance of high quality feedback to students providing opportunities for improving the quality of their work, and the improvement of their results. The review of some definitions of feedback is important as it helps clarify the various components involved in the term 'feedback'. For the purpose of this research, we define feedback as a process that guides students to close the gap between their current and desired performance. She said that the positive feedback is noted for its enhancing effect, negative feedback on the contrary does affect students' engagement and motivation. This will lead to greater student learning and satisfaction with the feedback they receive on their tertiary education courses.

The last study from Caroline (2014), et al, they stated that there is no differences in the perceived feedback regarding a main effect of the type of education program attended, neither for the combined effect of type of education program attended and the student gender. However, results revealed a student gender main effect, with girls perceiving more effective feedback than boys. There is a vast amount of research that identifies the characteristics of effective feedback and feedback that is not effective or has a negative effect on learning. Future

studies should continue exploring how learners' individual and situational characteristics may relate or affect their feedback perceptions, as well as how these perceptions relate to learning.

In sum up, the previous studies have produced useful insight into the different influencing factors, such as about gender (Caroline, 2014), time (Sabine, 2010), and high quality feedback (Kala and Robert, 2011). The present study aims to fill gap by adopting some researches.

G. Peer Feedback in EFL Classroom

According to Liu & Hansen, peer feedback has been defined as the use of learners as sources of information and interaction for each other in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor or editor in commenting and critiquing each other's drafts in both written and oral formats in the process of writing. (Liu and Hasan, 2002)

As the authors suggest, the component in the process of peer feedback the participants interact and comment or critique their peers' drafts orally or in the written form. While carrying out this task, students act as if they were a teacher or an editor. Providing some definitions, Topping (1998: 250) asserts that in peer review, individuals at similar status take into consideration the "amount, level, value, worth, quality" as well as the outcome of peers' work. In this study, peer feedback is defined as students' engagement in the process of providing and receiving as well as sharing of comments and suggestions for the improvement of their peers' work.

The literature on peer feedback mainly focuses on the advantages and drawbacks of peer feedback. While some of the studies show positive effects of peer review, others discuss its problematic areas. For instance, according to the study carried out by Lundstrom and Baker (2009), both givers and receivers of feedback improved their writing ability and also enhanced their critical thinking skills. On the other hand, while discussing the difficulties in carrying out peer feedback activities, some scholars provide several reasons such as students' inability to provide helpful feedback, uneasiness to provide feedback to their friends and the defensive nature of students (Amores, 1997; Leki, 1990).

On a more positive note, Li (2009) states that peer feedback allows students to gain confidence and reduce apprehension by seeing peers' strengths and weaknesses in writing. Therefore, more positive attitudes towards writing are generated. In addition, providing their views in terms of contexts in which peer feedback takes place, Liu and Hansen (2002) assert that peer feedback not only increases an awareness of audience by creating a collaborative drafting process but also provides opportunities for ESL students to practice English in a meaningful context. However, Liu and Hansen also state that there are limitations in the application of peer feedback in second language classrooms due to students' cultural backgrounds, level of proficiency and the mode of peer feedback.

Yang et al. (2006) also studied the effects of peer response in an EFL environment. Their focus was on whether peer feedback could be introduced into the traditional classroom where teacher feedback plays an important role while

peer feedback plays an insignificant part. The findings revealed that peer response could still be successfully instituted in an EFL environment. Therefore, Yang et al. suggest that it is likely that peer response could also be successfully introduced into the ESL environments, as peer feedback is not affected by the dominant culture. They also found that peer feedback, while not always integrated in later drafts, promotes better self-editing skills, therefore, displaying more autonomous writing skills.

Lundstrom and Baker (2009) conducted a study in a similar context to investigate whether it is receivers or givers of peer feedback who benefit most. The researchers point out that although the givers and receivers of feedback benefitted equally, students who gave feedback surpassed their peers in their writing abilities. This strongly implies that students are able to look at their own writing in a more critical manner while they participate in the process of providing feedback.

Another study conducted by Lin and Chien (2009) discovered that collaboration with comrade students increased their motivation and encouragement to write. The authors claim that even though at the beginning of the writing process the number of comments on a paper may not be quantifiable, it will greatly assist the students to develop and organize their work in a better way before they start the actual writing.

While some of the above studies suggest positive aspects of peer feedback, other researchers (Amores, 1997; Leki, 1990) point out that peer review is a

difficult task. According to them, this is due to various reasons. First, students sometimes do not focus on in-depth matters (Leki, 1990). They do not pay attention to the revising issues and provide unclear and unhelpful comments. Second, students can be sarcastic and critical in their comments. According to Amores (1997), students feel uneasy when they provide comments on their peers' drafts. Also students can be defensive when they receive criticism from their peers. They might feel hesitant to accept the comments if they are not sure of the validity of these responses. However, if the process of peer feedback is carefully planned and based on theoretical foundations, it is hoped that the potential benefits can be achieved.

Cheng & Warren (1997) studied the attitudes of 52 undergraduate HongKong Chinese students enrolled in a English for Academic Purposes class towards peer assessment, prior to and after a peer assessment activity. At first, students were not entirely at ease or confident in their skills to review their peers. After the peer assessment activity was conducted, however, there was an overall positive change in both attitude and confidence. The study indicated that there was still a number of students who continued feeling negative about peer assessment for the following reasons: the students did not feel competent enough to award marks, the students doubted their own as well as the peer's subjectivity when awarding marks, students felt limited training was provided for peer feedback, and felt that the responsibility to award marks to peers was too big.