

CHAPTER 1

INTRODUCTION

1.1 Background

Peer feedback is an alternative way to develop writing to be better. This can be used for foreign language (L2) learners who have difficulties in producing writing in the foreign language they are currently studying. According to Fithriani (2018), the challenge of L2 writing is doubled for L2 learners because they must transfer concepts from their first language into the target language and organize those thoughts into new and distinct patterns than in their first language (L1). Therefore, one of the most effective strategies to help L2 learners learn to write is to provide feedback (Fithriani, 2018). This was also done by two students from the English Education Department at a university in East Priangan during their work on writing assignments in the courses Critical Reading and Writing, Grammar in Written Discourse, and Academic Writing. They were asked by their lecturers to produce academic writing, which they then submitted to a peer for correction. After that, they returned the corrected work to the writer. Subsequently, they revised their writing based on the comments and suggestions from their peer. By engaging in peer feedback activities in writing, they gained personal perspectives on the process, which became valuable for developing their writing skills. Therefore, this study explored students' perceptions of giving and receiving feedback in writing activities. This is important as it can serve as a basis for evaluating writing skill development activities in writing classes. In addition, it is viewed as a vital component of the writing process since it can help students improve their writing skills (Kusumaningrum et al., 2019).

Nonetheless, some students still prefer feedback from their teacher rather than doing peer feedback. It is because there is the practicality and belief that the teacher has all the necessary knowledge to give more insightful feedback (Kuyyogsuy, 2019). Therefore, there are still students who do not feel confident with their feedback work. It is in line with Kuyyogsuy's (2019) argument, "Students favor the teacher's comments to peer feedback since they still lack

confidence in critiquing peers' tasks and have their linguistic limitations" (p. 77). In conclusion, building students' confidence in the peer feedback process is important.

Besides, peer feedback practices have long been used to improve writing processes. For more than four decades, peer assessment, review, and feedback have been recommended (Bruffee, 1980; Chang, 2016; Gao et al., 2019), and there has been a growing collection of research in both first (L1) and second language (L2) writing over the last three decades (Gao et al., 2019; Yu & Lee, 2016; Zheng, 2012). This is fascinating to investigate since peer feedback is widely questioned for its usefulness (Gao et al., 2019). On the other hand, Fithriani (2018) says that most research on the effects of written feedback on L2 writers have found that receiving written feedback encourages students to enhance the quality of their writing.

However, there are not many studies about peer feedback that focus on students' perceptions. Only a little amount of research has been done on how students react to their peers' writing in different situations and why they react the way they do (Yu & Hu, 2017). It is in line with the argument by Fithriani (2018) who state that few studies have investigated how pupils react to feedback. On the other hand, in recent years, several studies have emerged on students' perceptions and experiences of peer feedback activities (e.g., Lumabi & Tabajen, 2021; Misiejuk et al., 2021; Stančić, 2021). Thus, students' perceptions in using peer feedback in writing activities is an interesting thing to continue to explore from time to time.

1.2 Research Question

Based on the background above, the researcher formulated a research question as follows: "What are the students' perceptions when doing peer feedback in writing activities?"

1.3 Operational Definitions

- 1.3.1 Peer Feedback** : Peer feedback in this study refers to the activity of both giving and receiving comments and suggestions to each other on doing writing assignments in the courses Critical Reading and Writing, Grammar in Written Discourse, and Academic Writing that has been done between peers.
- 1.3.2 Writing Activities** : The writing activities mentioned in this study are writing activities assigned during lectures assignments. In addition, the writing activities referred to in this study are not only from one course, but from several courses that assign writing tasks, in this case, Critical Reading and Writing, Grammar in Written Discourse, and Academic Writing.
- 1.3.3 Students' Perceptions** : The students' perceptions intended in this study refer to how students evaluate and respond to the feedback they receive from their peer and give to their peer on doing writing assignments in the courses Critical Reading and Writing, Grammar in Written Discourse, and Academic Writing that has been done between peers.

1.4 Aim of The Research

The research aims to explore students' perceptions when doing peer feedback in writing activities.

1.5 Significance of The Study

- 1.5.1 Theoretical Uses** : The knowledge and information on students' perceptions on peer feedback in writing activities—will be enriched by the findings of this study. It is also intended that this will serve as a reference for future studies.
- 1.5.2 Practical Uses** : This research will be useful for designing learning processes, especially in writing activities. When the teacher knows how students feel and believe when doing peer feedback in writing activities, then the teacher will be able to provide treatment according to what is needed by students. Therefore, it is hoped that the learning process will be more meaningful.
- 1.5.3 Empirical Uses** : This study will provide empirical insights into how the students do peer feedback in writing activities.