

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Definitions of Peer Feedback

Peer feedback is an activity to provide feedback between friends to correct the work that has been done. It is in line with the definition of peer feedback by Chang (2016), it is the sharing of drafts between two or more students in exchange for written, verbal, or a combination of both written and verbal comments. Moreover, it is formative in the idea as it has the potential to enhance future writing (Huisman et al., 2018). To sum up, it is one of the ways in improving writing quality through giving and receiving feedback from peers.

In addition, peer feedback is one of the recommended activities in the process of writing activities. According to Hojeij & Baroudi (2018), it is an effective strategy for promoting students' collaborative learning and raising their level of interest in their studies. It is in accordance with the argument by Noroozi & Hatami (2019) that peer feedback is an important vehicle for writing. Thus, giving pupils peer feedback is believed to improve their writing since it encourages them to thoughtfully explore task-specific procedures and standards (Huisman et al., 2018).

According to Mualifah (2021), these are the procedure of peer feedback. First, composing the draft. After that, discussing items on peer feedback checklists, students are guided how to suggest to their friends writing. Then, start to discuss and give suggestion to friends' writing. Next, read and provide feedback on friends' draft. Then, discuss each other's writing by giving feedback such as suggestion, comments and ideas on their friends' writing through developing their checklist, ordering them to check their draft based on their friends' suggestion, and asking students to rewrite their writing as their final writing.

2.1.2 Benefits of Peer Feedback

Feedback is one thing that has several benefits for both the giver and the recipient. This can affect a person's confidence in doing something. According to Schunk and DiBenedetto (2021), feedback is a crucial contextual instructional component that can influence motivation and self-efficacy. One of the simple feedback activities is peer feedback. Furthermore, Aprilianti & Hidayatulloh (2021) argue that peer feedback helps students develop their critical thinking skills and multifaceted perspectives since it requires them to be objective to recognize the strengths and weaknesses of another person's work. In conclusion, peer feedback can motivate someone, in this case the students, to have good confidence and train their critical thinking.

Furthermore, peer feedback can make the learning atmosphere more meaningful. Fan & Xu (2020) reveal that with form-focused feedback, students showed positive affective engagement as well as substantial behavioral and cognitive engagement. It is in accordance with Zheng's (2012) argument about the advantages of peer feedback which explain that students' attention and interest may be captured by the pleasant and relaxing environment of the classroom. Moreover, it had a significant influence on students' writing quality (Ho et al., 2020). Thus, it is in line with the statement by Dawsen et al (2019) that effective feedback needs to reveal effects. To sum up, peer feedback activity can provide a comfortable atmosphere in the classroom that is needed in learning activities.

In addition, peer feedback can also train someone to become a critical reader. This skill is necessary because it will contribute to training someone to become a better writer. In order to improve someone's ability to revise their writing to be better, peer feedback is a great opportunity to practice being critical readers (Lumabi & Tabajen, 2021). It is because they can expand their perspectives and potentially become more skilled in identifying similar errors, which will help them write more accurately by using more accurate grammar

(Zheng, 2012). Therefore, peer feedback activity can be useful for both writers and readers.

2.1.3 Writing Activity and Peer Feedback

Writing activity will be related to feedback. Providing feedback is one of the supports so that the resulting writing becomes better. According to Lee (2017), the best way to think of feedback in the writing classroom is as a type of mediation. In addition, Kuyyogsuy (2019) argues that it is a collaborative and cooperative learning practice that can impact students' behavior and increase their desire to learn in writing classes. It is also in line with Sri's (2019) argument, which states that the peer feedback process can help improve the writing of the students. Therefore, peer feedback is an important part of writing lessons.

Besides, peer feedback activities can support students' writing skills. Hence, some experts mention the benefits of peer feedback on students' writing skills. Kusumaningrum et al. (2019) say that peer feedback could help students write better writings. It is in line with the statement of Hojeij & Baroudi (2018) which state that it leads in more sophisticated and higher-quality students' writing. Where Students who have their work examined gain from hearing other people's comments on how to make improvements, while students who are making revisions gain from processing and analyzing the work of their peers (Hojeij & Baroudi, 2018). Thus, peer feedback contributes to better students' writing.

2.1.4 Students' Perceptions

Students' perceptions are belief and point of view of the students related to something. Perception is knowledge about a situation, an object, or a connection that can be acquired through inference and message interpretation. Perception involves interpreting sensory experiences to gain new knowledge. Essentially, it is the process of converting sensations into meaningful information (Gandasari et al., 2021). Therefore, it plays a role in the ongoing meaningful learning process. This will also assist teachers in designing teaching and learning processes in the classroom. It is in accordance with the

statement by Mitra (2018), which describes the student's perception as teachers cooperating with students to talk about teaching, learning, and other concerns in the classroom. Moreover, from the student's perception, communicating what needs to be addressed is the most common active component in feedback that was successful (Dawson et al., 2019). This can serve as a point of reflection for both students and teachers. As expressed by Sulastri et al. (2022), reflection has proven to be one of the methods that are most helpful for understanding someone's strengths and shortcomings in the context of English as a Foreign Language (EFL). In short, from the students' perceptions teacher can find out what students need in learning, so the teacher can process this as the foundation for designing learning activities.

Exploring students' perceptions can also add insight into the teaching and learning process. According to Warwick et al. (2019), alternative viewpoints on the learning experience are presented using the student's perception. Furthermore, when teachers design their classrooms in a way that values student's perception, especially when students are given the authority to collaborate with their teachers to improve curriculum and instruction, students can advance academically (Mitra, 2018). Therefore, exploring students' perceptions on an issue needs to be done because it can play a role in developing the teaching-learning process.

2.2 Study of The Relevance Research

There have been several studies on peer feedback from a student's point of view. The results reveal that there are still students who do not feel confident with their feedback work. It is in line with Kuyyogsuy's (2019) argument that students prefer the teacher's comments over peer feedback because they lack the confidence to evaluate peers' work and because of their language shortcomings. It is because there is the practicality and belief that the teacher has all the necessary knowledge to give more insightful feedback (Kuyyogsuy, 2019). Thus, research related to peer feedback in writing activities needs to be carried out.

However, there are not many studies that focus on students' perceptions on what they feel when doing peer feedback. 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, research related to peer feedback in writing activities needs to be carried out to fill the gap.