

CHAPTER I

INTRODUCTION

This chapter discusses some aspect with the topic of the research. They are background of the research, problem of the research, objective of the research, the significance of the research, the operational definition of the terms and the scope of the research.

1.1 Background of the Research

According to Rao & Durga (2018, p. 2) writing is meant for conveying thoughts, ideas, and facts in easy and lucid language. Through instruction in writing processes and rules of writing, such as grammar rules, and writing practice, students should improve their writing skills, which teachers must motivate. Meanwhile, Walsh cited in Klimova (2013, p. 9) writing is important because it is used extensively in higher education and in the workplace. If students do not master how to express ideas in writing, students cannot communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate. Moreover, according to a widely used definition, it

can be concluded as a system of people or students conveying ideas, opinion and thoughts through words.

The process of organizing and transferring the idea into text that can be read is very difficult. According to Richards and Renandya cited in Sholihah (2015) state that writing is the hardest skill for people learning a second language, and that the difficulty comes not only from coming up with and organizing ideas but also from putting those ideas into texts. Peer review is a method of active learning that has many advantages for students. It emphasizes the writing process, enhances students' capacity for critical analysis, and gives them the opportunity to enhance their work before it is graded. Commenting on a paper's organization, tone, format, flow, grammar, punctuation, and other aspects is commonly referred to as peer editing. Peer review usually includes an examination of the content as well (Rollinson, 2005 cited in Sholihah, 2015).

Therefore, in learning about the structure and the grammar of the sentences well, the feedback not only from the teachers but also from the students is very important. According to Omer & Abdularhim (2017, p. 45) the feedback is described as information regarding the students' performance that is provided with the intention to improve their learning. Feedback needs not be limited to the overt correction of errors and the provision of comments and or grades by the teacher. Feedback can be a learning experience, which provides the link between consecutive writing lessons. The advantages of using feedback is adequate technique to help students correct their work when there are something wrong in their writing, it gives the student the opportunity to reflect on their mistakes and

make improvements to their writing. It also shows the teacher what the students are able to do and what still remains difficult or unknown.

Deger (2017, p. 115) states that in peer review, students read each other's paper and provide feedback to the writer, usually answering specific questions that their teacher has provided. So, through this technique, students get good feedback to evaluate their writing better and it is very useful for students. Another research was conducted by Bijami et al., (2013). This study argued about the advantages and disadvantages of using peer feedback as a strategy in learning to write, and the results of this study claim that peer feedback in writing classes is useful because of the cognitive, and social benefits of peer feedback. This article attempts to briefly summarize some of the main arguments for and against the role of peer feedback in learning second language writing. Bijami et al., (2013) also mentions about the disadvantages of the peer feedback system for the students. The disadvantages are that the students doesn't have the better understanding about the subject yet, the bickering between the student that happened during the peer feedback process, and so on.

Therefore, the subject of this study is the students of MAN 1 Jember is chosen by the analyst because in learning writing skills, the analyst assumes that writing by expressing existing ideas is one of the most difficult language skills to learned. The basic competence of writing is expressing meaning and rhetorical steps in the form of simple short essays using written variety accurately, fluently and acceptable to interact with the immediate environment in descriptive text, namely by compiling descriptive text and writing descriptive text indicators.

Therefore, the English teachers are required to be able to make various efforts to

improve students' abilities in expressing their ideas into writing or essays in order to achieve the previously set learning objectives. Not only teachers, but also students as learning targets are required to play an active role in order for real learning to occur, because students should be the centered of learning, in this case, by the peer review.

1.2 Problem of the Research

Based on the background of the research above, the problem of the research is as follow:

1. What types of peer feedback made by the students?
2. How do peer feedback of the students contribute to writing performance?

1.3 Objective of the Research

The purpose of this research is :

1. To find out what types of feedback made by the students
2. To know how do peer feedback of the students contribute to writing performance.

1.4 Significance of the Research

This research aims to know the strategy use by the students and the teacher of peer feedback in writing ability. This research has two benefits, the first is theoretical benefit and the second is practical benefit. Theoretically, this research is to support the theory of teaching writing using peer feedback and

teacher written feedback. Practically, the research gives empirical data on the students' progress in writing class. This research can help the students to provide the clear feedback and awareness of their own practices while commenting on their students' papers. Therefore, data finding can help the students solved the problems in writing text.

1.6 Operational Definition of the Terms

Peer Feedback

Teachers need to add diversity to their lessons and make them fun. Peer feedback strategy is one of the strategies teachers use as a strategy when teaching writing. This strategy encourages students to write. Peer feedback is defined as feedback provided by the peer. For writing activities, peer feedback means that another writer reads what the other writer wrote and provides feedback. Peer feedback is a technique in which the learners can review each other's works and give the marking errors on their friends' work. Peer feedback also defined as the strategy to help the students to training themselves to acknowledge the mistakes in their friend's work and not doing the same mistakes in the future.

1.7 Scope of the Research

This study focuses to know types of peer feedback made by the students and peer feedback contributes to student's writing. The subject of this study was tenth grade students of MAN 1 Jember. The timeline of the research is in September 2022.