

Chapter One

Introduction

In the introduction of the study, there are some significant points listed. First, the researcher explains the background of the study, related previous studies, and the reason as to why the researcher is interested in investigating the benefits of online written peer feedback (OWPF) for students' writing and students' further actions after receiving the feedback. Second, the identification of the problem, delimitation of problem, and the research questions also presents in this chapter. This chapter also presents the purposes and the significances of the study. Finally, the chapter organization briefly presents the contents of each chapter from this research.

Background of the Study

Writing is an activity that is carried out by most people. Writing is the most effective means of social communication, such as conveying aspirations, writing essays, writing diaries, writing letters, and creating works such as novels and comics. According to Muhsin (2016), writing is an effective means of communication that can last for a longer period. To ease the communication through writing, it is necessary to improve something that has been written to be conveyed well to the readers. One way to improve writing is by receiving feedback. Feedback in the form of writing (written feedback) is used to deeply process given inputs.

According to Puspitasari and Kartono (2018), peer feedback is “an evaluation given by students to other students; and the evaluation can be done by students' chair

mate or in group” (p. 410). In addition, Dahidi, Rasiban, and Widiанти (2018) stated that peer feedback is an input in form of comments, questions, and suggestions given by readers for writers to produce effective writing (p. 301). In short, peer feedback is an activity done by students to better their work by improving students’ writing skills.

The benefit of implementing this activity in the learning process is in a way that students can criticize and analyze the weaknesses and strengths existing in other students’ work. Criticizing others’ work is expected to improve the work and prevent other students from making mistakes. Therefore, written peer feedback increases students’ awareness of writing mistakes (Liu & Chai, 2006, p. 48). Furthermore, Liu and Chai (2006) implied that peer review help students realize their strength and weaknesses and improve students’ writing ideas coherently (p. 44). Dahidi et al. (2018) discovered that peer feedback is a significant component of students’ development which can find the extent to which learning materials can be mastered and correct their own abilities through providing opportunities for critical thinking.

Despite the benefits of written peer feedback that could improve students’ critical thinking and writing skills, there are still several debates from experts. A contradicting study by Srichanyachon (2012) entitled “An Investigation of University EFL students’ attitude toward Peer and Teaching Feedback” examined that a large number of students preferred teacher’s feedback to their peers’ because students doubted their peers’ comments and they could not evaluate and identify their own errors. Ashwell (2000) stated that most students carried out peer reviews by only

giving comments on grammar rather than commenting on the content of the writing because students lack the knowledge of coherence in writing. Moreover, to improve the quality of peer feedback, students should be trained and prepared. Hyland and Hyland's study (2006) revealed that adequate preparation and training are essential for the success of peer feedback.

Despite the number of studies concerned about the implementation of peer feedback for students' writing, students' perception on online peer feedback they received has not been sufficiently addressed. Thus, due to the debates of said issue and because peer feedback does not only give negative impact, this study aimed to investigate students' perceptions on online written peer feedback benefits for their writing. In addition, previous studies were mostly carried out at senior high school while this study will be carried out at one of the Islamic private universities in Yogyakarta, specifically at the English Language Education Department (ELED).

In the ELED at one Islamic private university in Yogyakarta, writing is one of the skills taught to students. To create effective students' writing, ELED applies several techniques and one of them is peer review or peer feedback. Peer feedback or peer review is one of the techniques usually implemented in learning process, especially in writing skill. Peer feedback is carried out by students to review other students' work. In addition, there are two forms of written peer feedback implemented in ELED at one Islamic private university in Yogyakarta. First, ELED implements online written peer feedback which uses a website designed by

university. Second, ELED implements offline written peer feedback decided by lecturer in their writing class. Both forms are used to evaluate and improve peer's written work quality by giving feedback. This technique requires students to master all aspects of writing because they should evaluate their peer's writing based on the aspects given. Students should identify their peer's writing mistakes and errors to correspond with the aspects and to produce effective writing. In written peer review activity, students should give comments on others' writing errors and provide suggestions to improve their writing quality. Students are also required to participate actively, contribute ideas, and show their responsibility to solve their peer's writing mistakes and errors. Therefore, this research aimed to explore students' perception on the benefits of online written peer feedback and their further actions after receiving the feedback.

Identification of Problem

Prior interview to the ELED students on one Islamic Private university in Yogyakarta towards their online written peer feedback they received on Language Learning Acquisition course revealed many students that doubted the result of peer review because students only commented on the grammar and only wrote unsatisfactory comments, such as 'good', 'amazing', and 'excellent' rather than commenting on the content of the works. Hence, this study will investigate online peer feedback through MyKlass, the e-learning system managed by the university. In MyKlass, peer feedback cannot be returned to the student until the aspect of the

assessment are fully met. MyKlass also hides students' identity; thus, they are free to give comments without being known by others, except for their lecturer. Therefore, the quality of peer feedback is increased.

There are several steps to implement peer feedback through MyKlass. First, students submit their work on MyKlass which automatically send students' work to others randomly under the help of the system. Second, students should download the given file to give comments and suggestions for another student's work in accordance with the given rubric. Nicol and Macfarlane-Dick (2006) stated that the principles of effective feedback practice consist of clarifying effective performances such as expected goals, criteria, and standards while also facilitating the development of self-assessment (reflection) in learning and delivering high quality information to students about their learning. Moreover, peer review or peer feedback done by students should provide reasons behind their judgments and provide recommendations afterwards (Nicol & Macfarlane-dick, 2006). Third, submitting back the file with comments and suggestions to MyKlass.

Based on the identification of problem that has occurred in the ELED, the researcher was intrigued to investigate students' perception on the benefits of peer feedback for their writing and their further activities after receiving the feedback.

Delimitation of Problem

Limitation in investigation to a certain extent is made to make this research effective. First, the research only focused on students' perception on the benefits of online written peer feedback for their writing. Second, the research focused on students' further actions after receiving the feedback. Third, the research participants were six students from ELED at one Islamic Private University in Yogyakarta.

Research Questions

There will be two research questions as a research guideline, which are:

1. How do students perceive the benefits of online written peer feedback for their writing?
2. What are students' further actions after receiving the online written peer feedback for their writing?

The Objectives of the Research

Based on the research questions, the objectives of the research are as follows:

1. To find out how students perceive the benefits of online peer feedback for their writing.
2. To find out students' further actions after receiving the online written peer feedback for their writing.

The Significances of the Research

The results of this research are expected to provide positive and useful contribution for students, teacher, and future researchers.

Teachers. Teachers may use this research as a reference to know the benefits of online peer feedback as perceived by students and students' further actions after receiving them. Therefore, teachers may find out the effective ways and aspects to improve in implementing online written peer feedback by also considering its benefits and students' possible further actions after receiving the feedbacks.

Students. This research is expected to provide new ideas or directions after students received online written feedback from their peers. By recognizing the benefits, students may consider using the online written peer feedback with suitable and effective ways of deciding their further activities after receiving said feedback.

Future researchers. The result of this study is expected to provide knowledge for readers and to become a comparison from the previous and future studies. This study may also be a further reference for the future researchers with similar research topic regarding the benefits of online written peer feedback and students' further actions after receiving the feedbacks.

Organization of the Research

This research contains five chapters. Chapter one is introduction which consists of the background of the research, identification of the problem, delimitation of the

problem, research questions, the objective of the research, the significance of the research, and the organization of the research. Chapter two is literature review, which reviews about feedback; feedback by teacher and feedback by peer; peer feedback; oral and written feedback; the implementation of written peer feedback; online and offline; the advantages and the disadvantages of peer feedback; feedback in writing; review of related study; and conceptual framework. Chapter three presents methodology that explains the way the research was conducted by the researcher. This chapter discusses the research design, research setting, research participant, data collection method, research instrument, data collection procedure, and data analysis.

Furthermore, chapter four contains the finding and discussion. This chapter presents the result of data analysis. In this chapter the researcher elaborates the finding based on the interview. After that, the finding will support by previous study. In addition, this chapter shows the table to make the reader easier to sum up the finding that has been described. Chapter five consists of the conclusion and recommendation. This chapter explains the general answers to the research questions and the recommendations from the researcher. While, the recommendations are given to teachers, students, and the future researchers.