

Chapter One

Introduction

In this chapter, the researcher discuss the background research, the reasons why this research raised, the research questions of the research, the limitation and purposes of this research, and also the significances of this research.

Background of the Research

Nowadays, almost all human's activities have been technologized. In this case, there is no exception with schooling or studying. Most students get assignment to answer questions, to write essay, to make video with online tools, especially e-learning platform, for example google form, google doc, and YouTube. Besides the students, the lecturers also would has same responsibility to serve all school's material online. An example, before answering, making, or finishing the giving peer feedback activity, both students and lecturers have to measure with re-read first and evaluate what they have read. The students could improve their critical thinking as well by giving their opinion and by giving their suggestion toward the other students' task, and the lecturer could make sure that giving peer feedback activities is running well. There are many school's activities that could be done online include giving suggestion or feedback, and the researcher would like to focus to research about giving feedback, especially giving online peer feedback between students.

As the explanation above, in this era educational field especially the learning activity use internet or e-learning platform for the media of teaching and learning process. Take an example, online peer feedback activity. Online peer feedback has

several advantages that relate to the students' improvement in learning. Mory (2004) suggested that feedback is a "critical function in knowledge acquisition" (p. 777). Then, Liu, Lin, Chiu, and Yuan (2001) peer review allowed them to "read, compare, or question ideas, suggest a modification or even reflect how well one's own work is compared with others. While processing these cognitive functions one monitors the adequacy of their work" (p. 248). In making a good suggestion or feedback to the other students, the researcher would be focus to students' critical thinking. How students' critical thinking work while they were giving peer feedback did. Online peer feedback has its own portion for online learning activity especially in giving comments or suggestions toward peer's task. The researcher find general indicator from the questionnaire, (Ciftci and Kocoglu, 2012). For the critical thinking, it uses Bloom's Taxonomy (1956) with six stages of critical thinking (knowledge, comprehension, application, analysis, synthesis, and evaluation).

Lecturers in one of private university in Yogyakarta, usually give assignments in a peer feedback form and it also usually done by online. Therefore, the researcher would like to discuss the level of perceived advantages of giving online peer feedback which commonly used by English language education department's lecturers to become one of the additional activities outside the classroom or called as online learning activity. However, based on a student's opinion from the department, the implementation of online peer feedback in the department is properly enough as the one activity for students' assignment. Followed by other comments related with online peer feedback, that made

students enjoy while they should give suggestion to other students's task through online. Although students enjoy giving peer feedback online, a lot of students did not get proper feedback from the other students, such as just the word "good" or "good job". According to Jones (2006) the general concerns of content and the writing process in online peer feedback focused more on local textual issues of grammar, style, and word choice. So that the students who get that suggestion would feel that their tasks are good, and they did not have to improve, but on the other hand, students who feel that their task still need improvement would be confuse when they got suggestion only a word "good". The students would think that their friends did not read carefully or did not pay attention much on their task. If taking look to the Bloom's Taxonomy, the students who give peer feedback just with "good" or "good job" did not fully implement their critical thinking on something. As the critical thinking level, in the first level of Bloom's Taxonomy (1956) is knowledge, but knowledge means the students have ability to give general information which could be understood by the others students. Therefore, the researcher would like to search for the correlation of level of perceived advantages of giving online peer feedback toward students' critical thinking in English language education department at one of a private university in Yogyakarta because it is rarely enough to measure students' critical thinking through online peer feedback. For online learning, the understanding of the students also would be raised because the students have to show or remind themselves of the previous lesson and try to understand an explanation or text by themselves. Derived from this background, the researcher intends to explore

students' perspectives on giving online peer feedback and students' critical thinking level based on Bloom's Taxonomy.

Also focus to students' critical thinking, being a critical students is one of the important thing as students, because it is needed almost in every activities of learning. For example, students have to give their opinion about a topic in a class or making an argumentative essay based on their certain topic. It has proven that students must be a critical person. Yang, Chuang, Li, and Tseng, (2013) suggest "Critical thinking is regarded as one of the most important abilities individuals should have in modern times and is thus considered to be a high priority for education" (pp.285-305). Moreover, Facione and Facione (2007) define critical thinking as "reflective decision-making and thoughtful problem solving about what to believe and do" (p. 44), which would relate with this research. As mentioned above, students have to be critical people for their assignments in order to re-read and understand the other students' task before giving any suggestions in doing peer feedback. This is being one of the ways to enhance students' critical thinking, as Paul and Elder (2019) added "Critical thinking is the art of analyzing and evaluating though processes with a view to improving them" (p. 9). Then, with the peer feedback that being the other variable, Ravand and Rasekh (2011) stated that feedback is essential in offering educational and professional literacy abilities to learners and it is a way to help learners negotiate access to information and procedures. Regarding Ravand and Rasekh's (2011) statement, by giving feedback the students could develop their knowledge from literacy ability which online peer feedback also require the students to read first the other students'

work then give comments or suggestion. A Critical person is needed in this activity because they were pressed to be critical people who give their opinion from any points of view to help others improve their work and so on. Peer feedback is one of the examples and also the topic that would be discussed more in this research.

Critical thinking, defined as “making reasoned judgments to assessing the validity of something” (Beyer, 1995 in Alagozlu, 2007, p. 118). As the explanation above, critical thinking become one of the important self-development that students must have that kind of ability. Batanieh and Zghoul (2006) supported that critical thinking become of paramount importance among educators and one of the skills all language programs strive to teach. Ke & Hoadley (2009) stated that it provides learners opportunities to meet regularly with their partners for doing collaborative construction and improvement of knowledge about chosen topics. According to Ciftli and Cocoglu (2012), the use of blog or online learning platform could make students have a good relation with others, “this interactive and collaborative aspect of using blogs affords opportunities for peer review activities in the ESL/EFL writing classroom, helping students interact with each other and edit their own and peer’s writing, hence creating a real audience rather than teachers-read only through digital writing”, (p. 63). Related with this research, as the statement above stated that one of the forms of assignment from the lecturer there is giving peer feedback through online learning. That activity is one of the assignments that have to be done by the students by correcting the other students’ work then give comments or suggestion

to the students who have that work. The online peer feedback here has the guideline to be done before it was re-submitted. From the guideline, the students have to be careful to read and understand the other students' work. If the students understand the purpose or what other students' meanings in their work, it would be easier to give the best comments or suggestions.

The researcher want to be focus on students' perception on giving online peer feedback and students' critical thinking level as well as the correlation between level of perceived advantages of giving online peer feedback and students' critical thinking. The previous study about the correlation between feedback and critical thinking has been done by Ekahitanond (2013) that explored students' critical thinking skills based on Bloom's Taxonomy which the three of them are analysis, synthesis, and evaluation were significantly increased after the students used critical thinking model with peer feedback strategy. From the statament above, the researcher belive that there is a correlation between level of perceived advantages of giving feedback and students' critical thinking.

Statement of the Problems

In this research there were two problems that have been found by the researcher. The first problem was while giving online peer feedback may reflect the level of students' critical thinking, (Ekahitanond, 2013), many lecturers did not give clear instructions on giving online peer feedback. Besides, instructions is the basic of important parts on giving peer feedback. While the lecturers just mention the instructions on the e-learning platform, many students did not read it

carefully, and just passed it. The researcher feel that giving online peer feedback activities need clear instructions directly to make students responsible on giving peer feedback. In the e-learning platform there is an obligation to not just comment “good” in students’ work, but most students would answer with an almost similar comment or just give a simple comment such as “good job”, “good enough” or “you need to give a capital letter for this word”. It may help the students but, what means by online peer feedback is giving comments or suggestions toward the content of an essay or assignment, and it is not only “good or bad”.

The second problem was the length of time on finishing the giving online peer feedback activity. The time limitation made students did not focus on giving their comments. Therefore, students just give short comments on what they read of giving peer feedback activity.

Students’ critical thinking here means a lot and it would proof that the students was paying attention and reading other students’ task well. The researcher wants to investigate what is the students’ critical thinking level, students’ perception on giving online peer feedback, and the correlation between level of perceived advantages of giving online peer feedback and students’ critical thinking in English department in one of private university in Yogyakarta.

Delimitation of the Problems

Besides investigating on level of perceived advantages of online peer feedback by the students, the researcher limits the research to only on students’

critical thinking level through online peer feedback. The researcher choose level of perceived advantages of giving online peer feedback as one of the variables because when the students have to give peer feedback, they must read, think, and decide their best suggestion toward the task or writing that they had reviewed and it relates with students' critical thinking. Friesen and Lowe's (2012) stated that blogging as one of online platform could encourage a higher level of critical thinking in terms of feedback, and perhaps a correspondingly deeper revision of the work as a whole. In the English department, the researcher would collect the data by spreading online questionnaire. However, this study would be focused on correlation between level of perceived advantages of giving online peer feedback and students' critical thinking, especially in one activity that is online peer feedback. Therefore the research wants to explore it in English language education department at one of a private university in Yogyakarta students batch 2018 who enroll the lecturer course which had online peer feedback activities.

Research Questions

Based on the problem that has found in English language education department at one of a private university in Yogyakarta students, the researcher has three research questions. The questions are:

1. What is students' level of perceived advantages of giving online peer feedback in ELED?
2. What is the students' critical thinking level?

3. What is the correlation between level of perceived advantages of giving online peer feedback and students' critical thinking?

Purpose of the Research

After formulating the problem with research question, the researcher started this research to investigate the students' level of perceived advantages of giving online peer feedback in that English department, students' critical thinking level and the correlation between level of perceived advantages of giving online peer feedback and students' critical thinking. Then, the researcher could inform the English department about the best suggestion of implementing online peer feedback for certain course that need online peer feedback activity based on the result.

Significances of the Research

In significances of the research, it would discuss about the use of the result from this research to several elements that would get impact related with the research.

Lecturers. This research might help the lecturers to prepare in serving peer feedback assignment. It might happened because the instruction of giving peer feedback is not clear. These issues happened in the researcher's batch, and to solve the problem, the researcher wants to investigate it deeper.

Students. Significance to the students, they could reflect on themselves on their responsibilities to did online peer feedback better and more aware that the

advantages of online peer feedback are to increase their critical thinking.

Therefore, they would have a desire to improve it.

Next researchers. To the next researchers, this research could be the references for them in conducting the same research. They might take several explanation in this research related with level of perceived advantages of giving online peer feedback and also the explanation about students' critical thinking level as well as the correlation between level of perceived advantages of giving online peer feedback and students' critical thinking level. The researcher hope, this research might help the next researchers to get the information.