Chapter One

Introduction

Chapter one describes the background of the study in the first point. This section describes general information related to feedback, peer feedback and written peer feedback. The next section discusses the context of the study and the problems at the research site, the importance of the study and the objectives of the study. The limitations of this study are explained in the next chapter. The next section discusses the topic and main idea of the research. After that, the research questions that are used to guide the analysis also be given in this section. The next section is the purpose of the study, which explains what the actual purpose of the study is. In addition, the importance of the research indicates how this research helps specific individuals. The study end with an outline of each chapter and how the chapters are organized.

Background of the Study

Writing is one of the language skills that is important in communication. Writing can be done in various texts, such as letters, paragraphs, essays, etc. Writing is essential to learn because developing writing skills helps students read better, which is another critical professional skill. Writing well also makes students a better communicator overall. According to Damanik (2022), Writing helps people to express their knowledge through the compositions they create, which makes it a valuable skill to acquire.

In the writing process, feedback is important. Feedback defines the process of two people discussing a topic of discussion and providing comments to one another. According to Nurachman and Irawan (2020), Feedback is a way for two individuals to communicate and affect each other. Also, Carless (2016), stated that feedback is a method of offering students insightful feedback and new insights to help them continue to grow and improve their work. From this it can be concluded that Feedback is the feedback process carried out by two or more people where the results of the feedback will later help the recipient or giver gain new knowledge and is also useful for improving their performance in doing anything and being able to find out their mistakes and they can immediately correct them. with a better one.

Peer feedback in writing is where students give feedback to the other students. Peer feedback is valuable because students can provide comments with, evaluate, and correct their friends' papers. Peer feedback can help students to develop critical thinking more effectively and reach higher levels. Apart from that, peer feedback also helps identify weaknesses, such as when there are errors in language use. These mistakes can be corrected with peer feedback, and the writing structure becomes more logical. Therefore, feedback from friends encourages students to continue developing their writing skills.

Peer feedback is a common step in project writing. Teachers include it because students benefit from seeing other people read their work. According to Fatma and Putri (2019), peer feedback allows students to shine by sharing their

knowledge with one another, since each student has the capacity to be an expert. The purpose is not to criticize people's work but to provide an overview of the public's reactions. Good peer feedback answers questions like "Do readers understand what I'm trying to get across, or do they misunderstand me?" and "Am I using the right arguments and evidence for the audience I'm trying to reach?". However, common misunderstandings by both an appraiser and the person receiving the feedback often prevent peer review from being as effective as possible. Students who receive feedback may not consider feedback in their thinking or may ignore peer feedback in favor of instructor feedback because they perceive it as more accurate or relevant. Researchers have shown that peer feedback can improve students' writing quality. Huisman et al. (2018) although these studies have confirmed the effectiveness of online peer feedback, there are criticisms of how peer feedback is implemented. There are concerns about the quality of peer comments due to students' limited knowledge, experience, and language skills (Noroozi et al, 2018). There are many online learning environments designed and developed to support peer response processes.

Written peer feedback is the practice of giving written comments or thoughts to a peer or a friend in an academic or professional context. According to Albogami (2020), Written feedback is also called indirect feedback, which means a form of written corrective feedback given by students to other students to show that students have made mistakes unconsciously. Written peer feedback

is intended to provide people with insightful and useful suggestions so they may enhance their performance, abilities, or contributions. Sharing comments regarding a peer's work, conduct, or accomplishments is usually done in an organized and documented manner. Feedback might include strengths, builds for development, and suggestions for future work, among other things. I intend to conduct a study on the student perception of the use written peer feedback in improving writing skills among college students, focusing on both its benefits and potential weaknesses at a private university in Yogyakarta.

Statement of Problems

Written peer feedback is a type of feedback used in several courses in an English language education department of a university in Yogyakarta. It is used in writing class especially to give students input about their writing. One of them is the language research course because this course can be used as material for a thesis later. In language research classes, students are asked to provide feedback on their friends' assignments. The peer feedback includes feedback on grammar features, paragraph development and so on.

The researcher conducted interviews with students who have experienced about written peer feedback, and it was found that written peer feedback is beneficial for students because in conducting written peer feedback students are trained to be able to provide feedback on their friends' work. However, some students said that when they give feedback, it is not always successful and there are some obstacles they experience when doing feedback

in writing, such as when doing peer feedback to a friend's writing there are some parts that are not in his writing, but in the peer feedback guideline must provide an evaluation in the missing part. Therefore, the researcher is interested in investigating its benefits and weakness. This aims to find out how written peer feedback has benefits and weaknesses in improving students' writing skills.

Delimitation of the Research

The utilization of written peer feedback in improving writing skills has a broad research scope. Therefore, this study limits the focus, research location, research participants, and research methods to stay focused. First, this research focuses on written peer feedback in writing skills including benefits and weakness. Second, the research location is restricted to the Private University at Yogyakarta. Thirdly, the researcher limits the number of participants by deciding to only include six students as participants in the study, this study . Finally, the qualitative approach is the sole research methodology employed in this work.

Research Questions

Based on the background above, the researcher formulates two research question of English language education department Students Perception of The Use Written Peer Feedback in Improving Writing in Private University at Yogyakarta:

1. What are the benefits of written peer feedback toward students' writing?
2. What are the weaknesses of written peer feedback toward students' writing?

The Objective of the Research

Based on research questions above, this research are purpose as follow:

1. To find out the benefits of written peer feedback perceived by students toward their writing.
2. To find out the weaknesses of written peer feedback perceived by students toward their writing.

Significance of the Research

The research conducted is expected to provide more benefits and knowledge for students, teachers, and future researchers.

Students. This study can be used to find out the use peer feedback in improving writing. It can be used as an information so that they can use it independently.

Teachers. This study can be used as a reference for the teachers of using written peer feedback application for teaching writing in classroom. Besides that, teachers will obtain an information about the benefit and the weaknesses of using written peer feedback perceived by students. Therefore, they can consider things must be giving when do written peer feedback

Future researchers. Other researchers interested in the same subject topic in the future may potentially utilize the findings of this study. The findings of this study need to be used as a reference by anyone doing independent research on the same subject.

Organization of the chapters

This study is divided into five chapters. The first chapter explains the background of the study and the reason the researcher chose this topic for research. In this chapter, the researcher outlines the use of peer feedback in instructional writing. In the next section, the researcher presents two questions, and two research objectives related to Students Perception of the Use Written Peer Feedback in Improving Writing in Private University at Yogyakarta.

Literature reviews are included in the second chapter. The second chapter includes a conceptual framework, a review of relevant studies, and a literature review. The researcher reads academic publications on the subject they have selected.

The research approach is described in the third chapter. The study design, research settings, research participants, data collecting methods, data collection processes, and data analysis are the six components of the approach. It displays the data collection and analysis process of the researcher.

Findings are described in chapter four, from the data analysis and discussion. The results of the data analysis are shown in this chapter.

Conclusions and recommendations are containing chapter five. This chapter provide general answers to research questions and recommendations from the researcher. Recommendations are given to students, teachers, and further researchers.