

**EXPLORING THE STUDENTS' PERCEPTION ON PEER FEEDBACK IN
WRITING CLASS: A STUDY OF UNDERGRADUATE STUDENTS IN
ENGLISH DEPARTMENT OF UNP**

A Thesis Proposal

*Submitted as a Partial Fulfilment of the Requirement to Obtain Bachelor of
Education in English Language Education Program*



By

YUSRA HANDESCA PUTRA TANJUNG

19018186/2019

Advisor:

Senorica Yulia Sari, S.Pd., M.TESOL

NIDN : 0025078804

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG**

2024

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi
Departemen Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang
Dengan Judul:

**EXPLORING THE STUDENTS' PERCEPTION ON PEER FEEDBACK IN
WRITING CLASS: A STUDY OF UNDERGRADUATE STUDENTS IN
ENGLISH DEPARTMENT OF UNP**

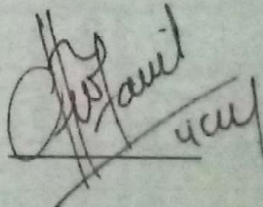
Nama : Yusra Handesca Putra Tanjung
NIM / TM : 19018186 / 2019
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Februari 2024

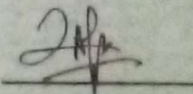
Tim Penguji

Tanda Tangan

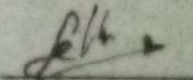
1. Ketua : Dinovia Fannil Kher, S.Pd., M.Pd.

: 

2. Sekretaris : Carbiriena Solusia, S.Pd., M.Pd.

: 

3. Anggota : Senorica Yulia Sari, S.pd., M.TESOL.

: 

HALAMAN PERSetujuan SKRIPSI

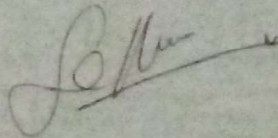
JUDUL : EXPLORING THE STUDENTS' PERCEPTION ON
PEER FEEDBACK IN WRITING CLASS: A STUDY OF
UNDERGRADUATE STUDENTS IN ENGLISH
DEPARTMENT OF UNP

Nama : Yusra Handesca Putra Tanjung
NIM / TM : 19018186 / 2019
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Februari 2024

Disetujui oleh,

Pembimbing

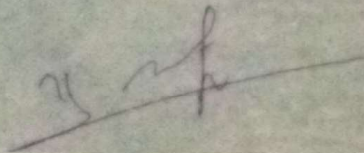


Senorica Yulia Sari, S.Pd., M.TESOL.

NIDN : 0025078804

Mengetahui

Ketua Departemen Bahasa dan Sastra Inggris



Dr. Yuli Tiarina, S.Pd, M.Pd.

NIP 197707202002122002



SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Yusra Handesca Putra Tanjung
NIM/TM : 19018186/2019
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Dengan ini Menyatakan bahwa Tugas Akhir dengan judul "*Exploring The Students' Perception On Peer Feedback In Writing Class: a Study Of Undergraduate Students In English Department Of UNP*" adalah benar merupakan hasil karya saya bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukuman sesuai dengan hukuman dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

Demikian pernyataan ini saya buat dengan penuh rasa kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,
Ketua Departemen Bahasa dan Sastra Inggris,

Dr. Yuli Tiarina, S Pd, M Pd
NIP 197707202002122002

Saya yang menyatakan



Yusra Handesca Putra Tanjung
NIM. 19018186

ABSTRACT

This research aimed to the perception of the students in essay writing class about peer feedback in ENGLISH DEPARTMENT of UNP. The study focuses on student perceptions, the role of peer feedback, and a comprehensive literature review on writing skills. Employing a quantitative methodology, data on students' perceptions of peer feedback in writing classes were collected through a questionnaire based on Farrah (2012). Using descriptive quantitative methods, the findings reveal that participants possess a positive perception of peer feedback's contribution to the enhancement of critical thinking, writing abilities, creativity, motivation, and the creation of a relaxed learning environment. The research suggests that peer feedback serves as a valuable tool in fostering the improvement of writing abilities among undergraduates.

ABSTRACT

Penelitian ini bertujuan untuk mengetahui persepsi siswa di kelas menulis esai tentang umpan balik rekan di jurusan Bahasa Inggris UNP. Studi ini berfokus pada persepsi siswa, peran umpan balik teman sejawat, dan tinjauan literatur komprehensif tentang keterampilan menulis. Dengan menggunakan metodologi kuantitatif, data persepsi siswa terhadap umpan balik teman di kelas menulis dikumpulkan melalui kuesioner berdasarkan Farrah (2012). Dengan menggunakan metode deskriptif kuantitatif, temuan mengungkapkan bahwa peserta memiliki persepsi positif terhadap kontribusi umpan balik teman terhadap peningkatan berpikir kritis, kemampuan menulis, kreativitas, motivasi, dan penciptaan lingkungan belajar yang santai. Penelitian ini menunjukkan bahwa umpan balik dari rekan sejawat berfungsi sebagai alat yang berharga dalam mendorong peningkatan kemampuan menulis di kalangan mahasiswa sarjana.

ACKNOWLEDGEMENTS

Alhamdulillahirabbil 'aalamiin, praise be to Allah SWT, the Almighty and the Most Merciful, who always gives knowledge, healthy, and opportunity to the complete this thesis. Also, salutation and peace are always expressed to the Prophet Muhammad SAW. This thesis is impossible to be accomplished without the help and support of many people. Therefore, I would like to express my sincere gratitude to everyone who has supported and contributed to the completion of this thesis.

First and foremost, I am deeply thankful to my advisor, Senorica Yulia Sari, S.Pd., M.TESOL, for their invaluable guidance, patience, and encouragement throughout the research process. Their expertise and insights have been instrumental in shaping this work. I extend my appreciation to the faculty members of English Language And Literature Department for their valuable feedback and suggestions during the course of my academic journey. I am grateful to my family for their unwavering support and understanding during the challenging phases of this endeavor. Their love and encouragement have been my constant motivation. Special thanks to my friends and peers who have shared their experiences and provided constructive criticism, enhancing the quality of this thesis. Lastly, I would like to express my heartfelt appreciation to Dian Safitri, S.Pd, M.Pd. for the support, which has made it possible for me to focus on my studies and research. This thesis is dedicated to my parents, who have always believed in my abilities and dreams. Their sacrifices and encouragement have been the driving force behind my academic achievements. Thank you to everyone

who has played a role, big or small, in this academic journey. Your support has been invaluable.

Padang January 2024,

[Yusra handesca putra tanjung]

NIM 19018186

TABLE OF CONTENTS

TABLE OF CONTENTS	vi
LIST OF TABLES	v
LIST OF FIGURES	vi
ABSTRACT	vii
ACKNOWLEDGE	viii
CHAPTER 1 INTRODUCTION	8
1.1 Background of the Problem	1
1.2 Identification of the Problem	4
1.3 Limitation of the Problem	5
1.4 Formulation of the Problem	5
1.5 Research Questions	5
1.6 Purpose of the Research	5
1.7 The Significance of the Study	6
1.8 Definition of Key Terms	6
CHAPTER 2 LITERATURE REVIEW	8
2.1 Review of Related Theories	8
2.1.1 Writing Skill	8
2.1.2 Essay Writing	9
2.1.3 Feedback	10
2.1.4 Peer Feedback	11
2.1.5 Perception	16
2.2 Relevant Research	19
CHAPTER 3 RESEARCH METHODOLOGY	24
3.1 Research Design	24
3.2 Population and Sample	24
3.3 Instrumentation	25
3.4 Technique of Data Collection	27
3.5 Technique of Data Analysis	27
CHAPTER 4	30

FINDING AND DISCUSSION	30
4.1 Data Description	30
4.2 Data Analysis and Findings	31
4.2.1 Proportion of the Respondents	31
4.2.2 The Responses of the Questionnaire	32
4.3 Discussion	37
CHAPTER 5	39
CONCLUSION AND SUGGESTION	39
5.1 Conclusion	39
5.2 Suggestions	39
REFERENCES	40
APPENDICES	44
Appendix 1. Questionnaire	44
Appendix 2. Students' responses on the questionnaire	46

LIST OF TABLES

Table 1. Number of Students in English Education Program (K1 - K5)	24
Table 2. Number of Students in K1 and K2 English Education Program	25
Table 3. Instrumentation of The Research	25
Table 4. Licert's Scale	27
Table 5. Qualification Criterion of Perception	29
Table 6. Questionnaire result of students' perception on peer-feedback (Idea Generating)	32
Table 7. Questionnaire result of students' perception on peer-feedback (Confidence)	33
Table 8. Questionnaire result of students' perception on peer-feedback (Motivation)	35

LIST OF FIGURES

Figure 1. Overall Chart of The Questions	30
Figure 2. Number of Respondents	31

CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Writing is one of communication skill where someone express their idea, thoughts, or information by written language in a variety of formats and styles in order to communicate with readers. According to Nauman et al. (2011), writing is a fundamental communication skill that is necessary for success in school and the workplace. Effective written communication skills are essential for success in a variety of academic and professional fields in today's fast-paced, globally connected world. As they move from high school to college, undergraduate students frequently struggle to improve their writing abilities (Swales et al., 2004). Although writing training and assignments are provided by universities and colleges, students frequently look to their fellow students for comments on their work since many college students find it difficult to master efficient writing techniques, especially in academic settings. According to Paltridge (2009), writing is a difficult talent that necessitates the capacity to successfully communicate verbally and in writing. Writing is essential to the sharing of knowledge, critical thinking, and scholarly dialogue in academic settings. However, many undergraduate students find it difficult to master the craft of essay writing, particularly as they make the transition from high school to college.

Many undergraduate students found that writing is one of the hardest skills to expert since it has so many rules; need to master so many grammars,

vocabularies, and they have to take care of the correlation, cohesion, and so on. According to Hayes & Flower (1986), writing is a complicated cognitive activity that necessarily needs the synchronization of these three skills: planning, sentence development and revision, in same amount of time. Following that, writing is complex and not everyone can master this fundamental skill in academic easily except there is some way to trigger their understanding about how to write down their thoughts and what should they write to express their thoughts in the terms of words. According to McCutchen, D. (2011), he says that there are ways to help people improve their writing skills; to provide explicit instructions in the writing process, to provide feedback on their writing and with practice and effort. In addition, there are number of strategies that someone can have in order to improve their writing skill: reading a lot of writing, practicing writing regularly, getting feedback of their writing and taking writing classes or workshops (McCutchen, D., 2011) Speaking of which way is better to use in the occasion to develop students' writing skill, there is a research by Chappelle et al. (2015) that state one of the most effective ways to improve students' writing skills is to give them a chance to work in pairs and give feedback to each other's writing. Based on that research, we know that work in pairs and give feedback also known as peer feedback.

Peer feedback is an activity where pairs of students give feedback to one another on their writing. According to Nelson & Schunn (2009), peer feedback is feedback that is given by one student to another student on their writing. Peer feedback can be helpful in identifying areas where the writer can improve their writing. Peer feedback, according to Paltridge (2009), is crucial for academical for

a number of reasons. First thing that makes peer feedback crucial for academical is it gives students the opportunity to hear from a variety of readers about their writing, providing a variety of insights and suggestions for growth (Paltridge, 2009). Each peer brings to the feedback process their own distinct viewpoints, experiences, and knowledge, which can assist the writer in identifying weaknesses and potential areas for improvement that they might not have thought of on their own. Next, according to Paltridge (2009) also states that peer feedback encourages a sense of control and independence over the writing process for students. Students take an active role in editing and refining their work when they receive feedback from their classmates. This gives them the ability to be in charge of their own education and gain a deeper comprehension of the writing norms and guidelines unique to their academic field. Another reason is that peer feedback gives students a chance to express and hone their analytical and critical thinking abilities (Paltridge, 2009).

Peer feedback counted as one of the most effective way to help students develop their understanding and accuracy in writing. According to Chapelle et al. (2015), there are numbers of reason why peer feedback can be so effective; students get feedback from someone who is at a similar level of proficiency as they are, peer feedback asks students to develop their critical thinking, and peer feedback builds the confidence of the students in writing. Students who participate in peer feedback become active learners because they not only get feedback but also give it to their peers. The benefits of this mutual feedback exchange are numerous, and it also helps writers become better writers. A recent study by

Gielen et al. (2010) that looked at the effect of peer feedback on academic writing competency was undertaken to further demonstrate the significance of peer feedback in the development of writing abilities among undergraduate students. Their study looked at the usefulness of peer feedback in helping undergraduate students from different fields improve the caliber of their written projects.

In English Department of Universitas Negeri Padang, for example, peer feedback is used by some lecturers while conducting the class, especially in essay writing class. The students amused that peer feedback has benefits in their writing skill, such as idea generating, confidence, and social interaction & motivation. In the English Department at Universitas Negeri Padang, peer feedback not only improves students' writing ability but also develops a collaborative learning environment.

The study intends to explore perception on peer feedback benefiting students' academic achievement, ability to collaborate, and general involvement in the learning process. This research has a purpose to find out the students' perception on peer feedback in writing class.

1.2 Identification of the Problem

Here are some of the issues that students face in developing their writing skills:

1. Foundation in the fundamentals of writing, such as grammar, punctuation, and style.
2. The conventions of academic writing.

3. Confidence in their writing abilities.
4. Constructive feedback from their peers.

1.3 Limitation of the Problem

Due to the limitation, researcher will only limit the topic of this inquiry about the students' perception on peer feedback in writing class in English Department of Universitas Negeri Padang.

1.4 Formulation of the Problem

Based on the explanation above, the formulation of the problem in this research is: 'How is the students' perception of benefits of peer feedback in essay writing class?'

1.5 Research Questions

To address the problem stated above, this research will seek answers to the following questions: What are the perceptions of undergraduate students regarding the implementation of peer feedback in writing class?

1.6 Purpose of the Research

The purposes of this research is: To examine undergraduate students' perception in peer-feedback in the essay writing class

1.7 The Significance of the Study

The significance that expected will be the result of this research state as following:

1. Theoretically

The main purpose of this inquiry is to provide theoretical evidence of the peer feedback methodology in writing. In addition, this research will also aim to seek the perception of the students in essay writing class about peer feedback.

2. Practically

For the teachers, this study is expected to help teacher to get a great perception of the students on peer-feedback which is implemented in essay writing class.

For students, this study is designed to help them to become more understand about the function of peer feedback and its impact in essay writing class.

The result of this research later is also expected to be useful resource for next inquiry which will take another comparable study about students' perception on peer feedback.

1.8 Definition of Key Terms

To ensure clarity and consistency throughout the study, the following key terms are defined as follows:

1. Peer Feedback: the ability of students in essay writing class in English Education focusing on how they give feedback in pair-work.

2. Writing Skills: the ability of someone to express their feeling or thoughts through written language.
3. Perception: the point of view of the students' essay writing about peer feedback