CHAPTER I

INTRODUCTION

This chapter reveals the background of study, the problem of identification, the research question, the purpose of study, the scope and the significance of the study.

1.1.   Background of Study

During the language teaching and -learning process, feedback is needed by the students as the "conceptualized information" focusing on students' performance and understanding to improve their language skills ability (Hattie & Timperley, 2007, p. 81). Based on Kulhavy and Wager (1993) which was cited by Nelson and Schunn (2009), feedback has three meanings; motivational, reinforcement and informational meaning (Nelson & Schunn, 2009, p. 376). The motivational meaning aims to motivate students to increase the general behavior meanwhile the reinforcement meaning purposes to give the rewards or punishments for students which also provided with the information used by a student to improve his or her performance with the informational meaning (Nelson & Schunn, 2009, p. 376). It was in line with Hattie and Timperley (2007) who believed that feedback provides the corrective and supportive information concern to fill the knowledge gap in and delivered by various agents (e.g.: teacher, peer, book, parents, self, and experience). Agents can deliver the feedback in two modes; spoken and written (Rollinson, 2005, p. 25; Ren & Hu, 2012, p. 10). Both of spoken and written form of feedback has drawbacks and benefits. However, the written feedback offers more benefits than spoken feedback since there is foot

mark of the error recognition provided with written feedback, solution and suggestion (Ren & Hu, 2012, p. 11). It is accordance with the role of written feedback which has been known as informational include in giving reactions and advice to facilitate improvements (Hyland & Hyland, 2001, p. 186).

However the use of written feedback has a chain of problem arisen. Those problems include the shifted agents who deliver the written feedback and the scope of written feedback applied. The first problem is the shifted agents who deliver written feedback. Based on Sultana (2009) and Hyland and Hyland (2001), the most common agent is teacher since he or she is the one who give the task for the students and should be the one who facilitate the written feedback in order to improve the students' language ability (Sultana, 2009, p. 11; Hyland & Hyland, 2001, p. 186). Even teacher written feedback has important role to develop students' language ability, students claim that the teacher written feedback is too broad, general, inconsistent, inaccurate, incomprehensible, vague, authoritarian, and fuzzy which leads students to misunderstanding (Eu, 2013, p. 116; Rollinson, 2005, p. 25; Sultana, 2009, p. 11). Because of that reason, practitioners tried another way to maximize the use of written feedback in language skills classroom. They found an alternative way to optimize the implementation of written feedback by changing the agents who provide the written feedback. Peers who are the classmate for the students as the companion, study partners, socializers, and "scaffolders" can be the agents who deliver the written feedback (Anderson, 2010, p. 2). The approach is called by peer written feedback. Peer written feedback derived from the terms of peer feedback and written feedback. It means a

feedback which is delivered by the peers in the written form. The implementation of peer written feedback brings a plethora of benefits; less threatening and less authorial written feedback, more supportive and friendlier classroom atmosphere, tied students to collaborative learning and enforced students to be more autonomy (Sultana, 2009, p. 12; Rollinson, 2005, p. 24). However, there are some obstacles while implementing peer written feedback includes students' cognitive and psychological (Ren & Hu, 2012, p. 6; Sultana, 2009, pp. 12-13). Ren and Hu (2012) revealed that peer only give the written feedback in the surface area, it might be caused by the students' limited knowledge in target language and its' rhetorical. In addition, based on Sultana (2009) believed that peer written feedback affect in the students' psychology, for instance; students might feel reluctant or even superior when they corrected their peer works or students might feel inferior and do not have any self-confidence after receiving written feedback from their peers.

Based on the importance of feedback and the role of peer written feedback with its benefits and drawbacks like the two-side of coin in the process of language teaching and learning, some researchers have drawn attention to investigate this study and become a new trend in providing feedback in students' works (Ren & Hu, 2012, p. 3; Pishghadam & Kermanshahi, 2011, p. 6). The result revealed that peer written feedback is usually applied during the teaching and learning of writing skills since the task which will be given the feedback is in written form (Ren & Hu, 2012; Sultana, 2009; Hyland & Hyland, 2006). In fact, nowadays, language teachers have to teach the macro language skills; listening,

speaking, reading, and writing, in integrated ways (Akram & Malik, 2010, p. 3; Aydogan & Akbarov, 2014, p. 672). The integrated teaching is employed since the limited learning time at school and the force of communicative competence which students needed in the real life (Aydogan & Akbarov, 2014, p. 673; Akram & Malik, 2010, p. 2). Consequently, it affects in the approach of teaching language to make the process of language teaching and learning is more realistic (Akram & Malik, 2010, p. 3). According to Jing (2006) as cited in Akram and Malik (2010), teachers have to deal with, at least, 2 macro language skills in once. It causes the possibility of peer written feedback which usually only applied in the writing skills can also be applied during the other macro language skills (Akram & Malik, 2010, p. 2). Even the written feedback applied in the other language skills, the focus of peer written feedback is still mostly about the written language (Soleimani & Jamzivar, 2014). Yet, its aim has been spreading not only to improve the students' writing skills but also students' speaking, reading, and listening skills unconsciously.

1.2.   Problems Identification

Although there was an abundance of research directed towards the use of peer correction in English practical skills (Sultana, 2009; Pishghadam & Kermanshahi, 2011) and the implementation of peer written feedback both in ESL or EFL classroom in writing skills (Soleimani & Jamzivar, 2014; Miao, Badger, & Zhen, 2006; Ren & Hu, 2012), the issue of students' perception toward the implementation of peer written feedback in integrated language skills classroom has remained mostly uninvestigated.

Students' perception should be investigated since the students are the main actor in this type delivering feedback. Students should be the one who are more active and be the center during the classroom activity regarding on learner-center beliefs in language teaching (Sultana, 2009, p. 11). In fact, to activate students' activeness, teacher should be more aware on what the students' think in order to make a reflection on what teacher had done in implementing peer written feedback. By knowing the students' perception, hopefully, teacher could be also more aware to the students' and can minimize the problem which might arise during implementing peer written feedback.

In addition, the growing body of research in implementing peer written feedback has focused in writing instruction, yet in integrated skills language classroom. In fact, nowadays, students might be more engaged of the integrated language skills instructions. Because of that reason, the focus of this research aimed to fill in the gap of previous study. This study is about students' perception toward the implementation of peer written feedback in skills subjects at English Department, State University of Jakarta.

1.3. Research Questions

Based on the background of the study above, this study limited the discussion by stating the following research questions:

1.3.1. What is the students' perception toward the implementation of peer written feedback in skills subject at English Department, State University of Jakarta?

Focusing on:

    a. What is ED students' perception as a receiver, while the teacher implementing peer written feedback?

    b. What is ED students' perception as a sender, while the teacher implementing peer written feedback?

    c. What is ED students' perception of delivering strategies of peer written feedback?

    d. What is ED students' perception of the content of written feedback given by their peers, while the teacher implementing peer written feedback?

1.4. Purpose of the study

This study investigates students' perception towards the implementation of peer written feedback in subject skills at English Department. Through the result of this study, the students' opinion toward peer written feedback can be identified. Through that way, it is expected to be a turning point for lectures who want implemented peer written feedback in their skills subject at English Department. Also, the implementation of peer written feedback can be done optimally and the content of peer written feedback can improve and be more meaningful and more helpful for the students.

1.5. Scope of the study

This study will be limited on finding students' perception toward peer written feedback in skill subjects at English Department. The intended skills subjects itself are *English for Interpersonal Communication*, *English for Social*

Communication, *English in Social Discourse*, *Grammar for Interpersonal and Social Communication*, *English for Academic Communication*, *English in Academic Discourse*, *Grammar for Academic Communication*, *English for Business Communication*, *English in Business Discourse*, *Grammar for Business Communication*, and *English in Literary Works*. ED students will be asked about their perception toward the implementation of peer written feedback in the skill subjects which they had already taken, what is their perception when giving and receiving peer written feedback, the strategies of delivering peer written feedback, and how is the content of feedback which they give and receive in the skills subjects.

1.6.   Significance of the study

This study is expected to enrich the research finding in providing feedback field especially in peer written feedback. In addition, the result of this study will give information about the students' perception toward the implementation of peer written feedback in skills subjects at English Department. The different perception from students may reflect on the implementation process of receiving and delivering peer written feedback during the process of language teaching and learning. The diverse students' response may be beneficial for teachers, students, and the improvement of classroom instruction and classroom activities which will apply the peer written feedback as one of the way giving feedback either to correct or support students' performance.

CHAPTER II

LITERATURE REVIEW

This chapter consists of discussions related to issues of this study includes feedback in language learning and teaching followed by the mode of delivering feedback; spoken and written feedback, and agents of written feedback delivering; teacher and peer written feedback. It also discusses peer written feedback in language learning and teaching which consists of its benefits and drawbacks, its strategies of delivering and the impact of peer written feedback, studies in teaching integrated language skills with the list of skills subjects at English Department, theory of perception and conceptual framework.

2.1. Feedback in Language Learning and Teaching

One of the ways to encourage students' language skills is providing feedback on the students' work (Hyland & Hyland, 2006, p. 77). Hattie and Timperley (2007) believed that feedback is the most powerful either positive or negative influences on students' learning and achievement (Hattie & Timperley, 2007, p. 81). It can be defined that feedback is not only as reinforcement but also organized correct information for students provided by agents (e.g.: teacher, peers, book, parents, self, experience) (Hattie & Timperley, 2007, p. 81). Each agent has different function and impact in delivering feedback. Students might get the feedback to correct their errors from their teacher or parents, and their peers might give the alternative strategy. For getting accurate information about one issue, the students might get from a book. Parents also can give the encouragement to their children as students. Also, to evaluate the correct response, students might do a

self-reflection (Hattie & Timperley, 2007, p. 81). However, feedback can be used as provided specific information and have the correctional point of view in students' errors.

Through that way may increase the quality of students' language ability and its development. Students tried to reflect on their workings by looking on the feedback they got. Received feedback is divided into two kinds; summative and formative (Hyland & Hyland, 2006, p. 77). Both of these types feedback have different focus. While summative feedback is focusing on production or for that task or performance, formative feedback concerns on students' future task or performance and the development of their ability. Summative feedback usually deals with the assessment for the students itself (Hyland & Hyland, 2006, p. 77). This type of feedback is usually given by the teacher as the assessment on students' performance. On the other hand, the formative feedback aims to correct the students' errors and focus on the improvement on the students' writing ability. Formative feedback is quiet similar with corrective feedback or also known as error correction. The purpose of this feedback is to increase the number of students' knowledge by telling the students' mistakes (Anderson, 2010, p. 12).

Although giving feedback was merit with students' language skills ability, there were still so many questions related to this issue. The questions were about the changes of students' performance before and after receiving feedback including the changed area; the best way to deliver feedback to students; the long term benefits on students' performance after get error correction and form focused feedback (Hyland & Hyland, 2006, p. 77). Those questions have been

controverted over two decades. Since then, many researches had been conducted to investigate in the field of this study (Hattie & Timperley, 2007; Nelson & Schunn, 2009; Hyland & Hyland, 2006; Meihami, 2013; Beuningen, 2010; Hyland F. , 2000; Hyland & Hyland, 2001). Different research result with various benefits and barriers is obtained by the researchers.

The result revealed that feedback as provided response from an agent related to the task aimed to minimize the gap between what knowledge that students had already know and what the students have not (Hattie & Timperley, 2007, p. 86). Based on the previous researches, feedback gave an effect on students' learning. In order to give the significant effect, students need the effective feedback (Hattie & Timperley, 2007, p. 86). Effective feedback relates to the goals of the subject, the progress made to get closer to the goals, and the activities related to make a better progress (Hattie & Timperley, 2007, p. 86). To measure the effectiveness of feedback was comparing the students' achievement before and after getting feedback. The mode of delivering feedback and its level, and agent deliver feedback might influence on the students' acquisition (Soleimani & Jamzivar, 2014, p. 9).

2.2. Mode of Delivering Feedback

Feedback can be delivered in two modes; spoken and written (Rollinson, 2005, p. 25; Ren & Hu, 2012, p. 10). Each mode brings different benefits and drawbacks related to the students' language acquisition.

2.2.1. Spoken Feedback

One of the delivering feedback forms is in spoken. Students might get the spoken feedback from both their teacher and peers. Spoken feedback form is a famous type of feedback delivering (Hyland & Hyland, 2006, p. 83). It has both negative and positive side for the students' acquisition. This type of delivering feedback form might appear spontaneously and is simply to deliver during the language practical classroom (Sultana, 2009, p. 13). As a result, when someone gives spoken feedback during the class activity, it might interrupt the communicative flow and effect on students' cognitive function. It might be a distraction for the absorption process of language skills. Also, the main problem of this type delivering feedback is the students might feel "insulted" if they received spoken feedback in front of the classroom (Sultana, 2009, p. 13). Moreover, there was no any track record of the feedback. It might make the students did not understand and forget about what the feedback given. Below is the example of spoken feedback which was quoted from Jeremy Harmer, How to Teach English, page 63 in Sultana (2009, p.12):

> *Monica: Trains are safer planes.*
> *Teacher: Safer planes? (with surprised questioning intonation)*
> *Monica: Oh… Trains are safer than planes.*
> *Teacher: Good, Monica. Now, "comfortable". …Simon?*
> *Simon: Trains are more comfortable. Planes are.*
> *Teacher: Can you help Simon, Bruno?*
> *Bruno: Er… Trains are more comfortable than planes.*
> *Teacher: Thank you. Simon?*
> *Simon: Trains are more comfortable than planes.*

2.2.2. Written Feedback

On the other hand, another common mode to deliver feedback in language classroom was in the written form. This type of delivering feedback mostly appears in the process of writing skills (Hyland & Hyland, 2006, p. 78). Even so, there is no any limitation to use written feedback for different language skills if the students' works are still in the written form (Ren & Hu, 2012, p. 11). The written feedback usually deals with the meaning which has been communicated before (Miao, Badger, & Zhen, 2006). It might help the students to know and remember their mistakes in their performance since it was written in their text. On the other side, this written feedback was usually used by the students in their revised their works, especially in writing skills.

Since the way of delivering feedback is in written form, the aspects of written feedback are mostly related to writing skills (Miao, Badger, & Zhen, 2006, p. 191). The aspects of the written feedback include the content and the organization of the writing, grammar, vocabulary and mechanics (Miao, Badger, & Zhen, 2006, p. 192). The content of the writing contain the development of the ideas, the cohesive and coherence of the writing, and the well-supported topic sentence. Also, the organization of the writing is the part of the writing; for instance the introduction, main, and conclusion part. Moreover, Anderson (2010) is in accordance with Miao, Badger and Zhen (2009). Anderson (2010), the target features, especially in grammar errors are articles, lexical items, relative pronouns, conjunctions, possessives, prepositions, singular/plural, subject-verb agreement, verb tense and word form (Anderson, 2010, p. 62).

In addition, those types of feedback aspects can be delivered in direct, indirect, metalinguistic, the focus of feedback, electronic and reformulation ways (Anderson, 2010, p. 25). Furthermore, delivering feedback was not only influenced by the mode and its strategies when delivered but also the agent who was delivering the feedback. The most potential agents who might give feedback during the process of language skills are teacher and peers.

2.3. Agents of Delivering Written Feedback

Agents who deliver written feedback also impact in students' language acquisition. The most common agents to deliver written feedback during the process of language learning and teaching are teacher and peers (Miao, Badger, & Zhen, 2006, p. 9). Those agents are the most possible agents since both of them involve in the instructions (Sultana, 2009, p. 11). However, teacher and peers give both advantages and disadvantages in providing written feedback.

2.3.1. Teacher in Delivering Written Feedback

During the language teaching and learning process, teachers play many different roles; coach, judge, facilitator, evaluator, interested reader and copy editor (Eu, 2013, p. 117). Those roles boost teacher being the one who should give feedback on students' workings (Sultana, 2009, p. 11). Teacher written feedback has an important role in developing the students' language ability. A lot of researches had been conducted to investigate teacher's written feedback during the integrated language skills classroom especially in writing skills. The result revealed that teacher written feedback were too broad, general, inconsistent, inaccurate, incomprehensible, vague, authoritarian, and fuzzy which lead students

to misunderstanding and only focused on correcting students' errors (Rollinson, 2005, p. 25; Sultana, 2009, p. 10). Though, Truscott (1996) as cited in Meihami (2013) who agreed that giving feedback was meaningless believed that what students' need not only a correcting errors in their writing but also the way to develop their ideas (Meihami, 2013, p. 5). Also, what teacher should do is changing students' attitudes toward the feedback received which most focused on errors. On contrary, according to Hyland & Hyland (2001), teacher written feedback can be used as praise, suggestion and criticism. In addition, as cited in Hyland & Hyland (2006), Chandler's (2003) found the significant improvement in students' writing by comparing students' writing before and after receiving feedback (Hyland & Hyland, 2006, p. 78). Responding on what Chandler got, Truscott (2004) against by stating what students' need was time to write not the time to receive feedback over and over again. In spite of, some researches stated that students need their teacher's feedback and were belief on it because teacher was the root of knowledge.

In many repeated result, the focus of teacher written feedback was only on the correcting the students' errors. This way was only done by giving mark on the students' writing. Teacher will expect their students to correct the errors which had already marked by him or her. In fact, based on Hyland & Hyland (2006), learning by correcting something was hopeless (Hyland & Hyland, 2006, p. 78). It was supported by the research result which was conducted by Ferris (2006) (Hyland & Hyland, 2006, p. 79). Ferris found 80% of her sample students who

successfully revised their 10% errors. In order to maximize the use of teacher feedback, Master (1995) suggested combining with classroom discussion.

The way of each teacher giving writing feedback was different. There were some teachers who gave the written feedback directly. They pointed to the errors on students' writing. By using this technique, students can understand their mistakes. It helps them since the way of teacher giving feedback was consistent and effective. Unfortunately, students will use most of the teacher's written feedback given in their next draft. Also, even this technique was more consistent than indirect technique; it did not give the long term improvement for students. On the other hand, another group of teachers used the indirect technique. Teacher was only underlying, circling, or even giving the code towards the students' errors. Ferris and Hedgcock (2005) stated that this type of delivering feedback might not work to the lower proficiency students (Hyland & Hyland, 2006, p. 79). They could not identify their mistakes even it had already been marked. Contrary, according to Lalande (1982) in Hyland and Hyland (2006), indirect way was able to encourage learner-reflection and self-editing (Hyland & Hyland, 2006, p. 79).

Either using direct way or indirect way, teacher's written feedback was believed only concern to the students' errors which mostly focused with the verbs. There were subject-verb agreement, run-ons, fragments, noun endings, articles, pronouns, and possibly spelling (Hyland & Hyland, 2006, p. 79). Those types of errors were usually delivered by indirect way. It was because the errors were treatable for the teachers. Other types of students' errors were the word order and word choices. These kinds of errors were rarely touched by the teachers. Even so,

there were still some teachers who gave feedback to their students' writing in this field by using direct way. Some research results which investigate the effect of giving feedback on students' errors had contrast finding.

Since there still a bunch of effect and impact were negative, other researchers kept searching the best way to deliver feedback. It came up with shifting the agent who delivered feedback. Peers were the most possible agent who delivered feedback during the teaching and learning process EFL writing.

2.3.2. Peer in Delivering Written Feedback

Peer written feedback appeared since there were still lacks while applying teacher written feedback. It was also expected to answer the students' protest about the lack of feedback in big size of writing classes (Ren & Hu, 2012, p. 4). Even though peer written feedback still can be used during the learning and teaching language integrated skills. Peer written feedback appeared when the students reviewed their peer written work and give the written comment, suggestion and correction to the writing as the feedback. In this delivering feedback technique, teacher's role as a root of knowledge and the feedback provider was shifted also the information comes from the students and was given to the other students (Sultana, 2009, p. 11; Eu, 2013, p. 117). Since the information comes from and goes to the students, students play the important role in this delivering feedback technique. Consequently, one of the successful parameter in implementing peer feedback is students' involvement in classroom activity (Sultana, 2009, p. 12).

Researchers have drawn attention in this field and many researches were conducted to investigate this study. They found vary and different result in this particular field. There are so many advantages and disadvantages which were like the two sides of coin while applying peer written feedback. In fact, the acceptability and the validity of peers' written feedback depend on the students' age and language skills ability. Sultana (2009) stated that young learners are more controlled by the teacher while the adult learners may be more independent and can develop their self-esteem and self-respect while make and tolerate or accept the feedback from their peers which may get some critics (Sultana, 2009, p. 14).

While using peer written feedback, teacher attached the students to collaborative learning, reflection and critical reading, learner autonomy (Hyland & Hyland, 2006, pp. 83-84; Sultana, 2009, p. 17; Eu, 2013, p. 118). The shifted method of teaching cause the students as the center of teaching and learning activities make them to study collaboratively. Accordingly, while implementing peer feedback, students may work in pair or in a group three or four. Students have two roles in this delivering feedback technique; as a sender or as a receiver. They have to do what the teacher asked and give their work to the student-reviewer. After receiving the feedback from their peer reviewer, student can recheck the feedback given. This process leads the students to be able to read critically and after all can reflect on their own writing and think about the student reviewer's feedback. Feedback can be accepted, rethought, or even declined (Hattie & Timperley, 2007, p. 82). Because of that reason, students go through the

learner autonomy system. Hopefully, students may learn not to make the same correction as their peers did in their work.

2.4. Peer Written Feedback in Language Learning and Teaching

The implementation of peer written feedback has been spreading in the process of language learning and teaching (Miao, Badger, & Zhen, 2006). Even peer written feedback mostly apply in the writing instruction, there is no limitation to implement peer written feedback for others language skills. It is also supported since the method of language teaching had shifted from separated to integrated ways. In fact, during the practice, peer written feedback brings advantages and barriers which impact for the students' language acquisition.

2.4.1. The Benefits and Drawbacks While Implementing Peer Written Feedback

While implementing peer written feedback, the teacher's role as the only one audience of students' work, especially in writing was replaced (Hyland F. , 2000, p. 34). Students become the audience for their peers' workings. In this situation, students have the two important roles; as a sender and a receiver. Those two roles give a positive impact on the students' learning. When a student is as a receiver, she or he is more aware of their audience of their works (Sultana, 2009, p. 13). She or he, not only, had done the task as the finished assignment but also fulfilling the audience's desire about the content and information of writing. Unconsciously, the students may do the best that they can to finish their tasks. On the other hand, while students play their role as a sender, they may concern on their peer task or performance critically, although not all of the students did.

During this process, expectantly, students will learn how to read critically so they can point the lack of their peer's task in written form and provide them with a useful feedback. Unfortunately, according to Ren and Hu (2012), the students' expectation of their peer written feedback is not same with the reality (Ren & Hu, 2012, p. 4). So the students do not really accept what the peer written feedback is.

Providing an opportunity for the same-level students might raise some limitation. The main limitation is the students' limited knowledge of the target language and its rhetorical convention (Ren & Hu, 2012, p. 5). It cause some other problems include the way of thinking to give the feedback, validity of the feedback given, and the revise version of writing. Many students may also give the correction only in the surface area and the feedback given was still vague. The surface area includes in minor-level issues of what constitutes good writing.

Another problem was the students' readiness to accept the critics derived from their peers (Sultana, 2009, pp. 13-14). In the case of the young students, they relied on their teacher. They may not able to accept the critics about their writing from their peers. On the other hand, when the young students grow up and they will be more mature to accept the critics in their writing from the peers. Even though, there were still doubts about it. This is also tied with the students' feeling. The student-reviewer might feel unwilling to correct their peers' writing and give the useable feedback. Besides, the student-writer may feel inferior in receiving the feedback from their peers' (Sultana, 2009, p. 13).

As in line with teacher written feedback, peer written feedback also can be delivered in direct or indirect form. The way of delivering written feedback given

may be determined by the teacher. Even students play important roles in this delivering feedback technique, the role of teacher cannot be left (Rollinson, 2005, p. 26). Before letting go the students to review their peer tasks, some teacher trained the students to review the tasks. In some cases, the teacher has lead the students' focus about one particular correction, for instance grammar, lexical, diction, spelling, punctuation, forms of the task, ideas of task, etc. In other cases, the teacher does not lead the students to one particular part of correction. Based on both cases, there are benefits and drawbacks. When the teacher lead the students' focus to one particular language part, the students only focused in that part despite the other parts do not include in their attention while reviewing the peers' writing. On the other hand, if the teacher just let the students to review their peer's writing, it might make some students confused about what they should do. This is also relevance with the student's lower comprehension in language aspects.

2.4.2. Strategies in Delivering Peer Written Feedback

According to Anderson (2010), there are six different strategies to deliver written feedback (Anderson, 2010, p. 25). The types are direct, indirect, metalinguistics, the focus of feedback, electronic, and reformulation. These six strategies usually deal with the written error correction. Those strategies might also appear in the process of peer written feedback.

Direct written feedback offers the correction of lexical items, syntax, word choice, or style (Anderson, 2010, p. 25). The errors will be *"crossed out"* and provided with the correct one. As cited in Anderson (2010) from Chandler (2003)

claimed that direct feedback is producing accurate revisions, and the students prefer it because it is the fastest way (Anderson, 2010, p. 27). On the other hand, indirect written feedback appears when an incorrect form is made note of without giving the direct correction. This strategy may be done by underlining or highlighting mistakes or can also appear in a margin note but none mistake identification. Indirect strategy usually implemented since it is quick and easy to apply. In fact, it also affects in the students' linguistic knowledge to realize where or why the error occurred (Anderson, 2010, p. 30). But, according to Ferris and Roberts (2001), and Lalande (1982) which was cited by Anderson (2010), indirect written feedback promotes the students self-discovery and give impact on the long-term acquisition. The third strategy is metalinguistics writing feedback. Metalinguistics written feedback is the process of delivering feedback by giving a linguistics clue of the target errors (Anderson, 2010, p. 31).

Focused and unfocused written feedback becomes the fourth strategy of delivering written feedback. Focused strategy concerns on one specific feature, regardless of the errors are addressed in the students' text. On the other hand, unfocused strategy emphasizes in all of the possibility errors which might appear in the students' text. According to Sheen (2007) in Anderson (2010), believed that students will be better to pinpointing problem areas and reduce the potential confusion and cognitive overload of the students (Anderson, 2010, p. 33). Though, unfocused written feedback is harder to implement since there are so many aspects which students focused in and hard to understand (Anderson, 2010, p. 34).

The electronic written feedback appears since the process of language teaching and learning might usually deal with the computer assistant system (Anderson, 2010, p. 34). Based on Ellis (2009), the sender of electronic written feedback will indicate the error and provides a hyperlink to a concordance file that provides a correct used example (Ellis, 2009, p.98). The practitioners believed that this strategy brings a lot of benefits for the students if the students consistence to access their computers for their writing and subsequent analysis. It should support with the various sources or issue related to the errors from the teachers. The last strategy of delivering written feedback is reformulation. Since there are a lot of language students which started to write their writing in target language by transforming from the first language, the reformulation written feedback appears. The transforming the writing in native language to the target language might have problems with the *proper syntax*, *lexical choices*, and *rhetorical structures* (Anderson, 2010, p. 35). The reformulation occurs by giving the corrected model and appropriate forms and approaches to the students which rewrite their writing (Anderson, 2010, p. 35).

2.4.3. The Impact of Implementing Peer Written Feedback

Despite the limitation while applying peers' written feedback, there were also the benefits and drawback which include in. as cited in Eu (2013), the implementation of peer written feedback made the students to be more reliable while writing also in correcting and providing the usable feedback. Moreover, it encourages students to make a reflection on what they had done in their writing

task and hopefully, they would not make the same mistakes in their writing later (Eu, 2013, p. 117).

With the expectation of answering the students' protest about the teacher's written feedback which believed was too broad, peers' written feedback expectantly will be more specific, yet the written feedback given by peers is still vague and doubtful (Rollinson, 2005, p. 25; Ren & Hu, 2012, p. 6). If the student-reviewer gave the vague feedback or even the wrong feedback and the student-writer believed and used that feedback, and the student-writer totally believed in the feedback, it might lead the student-writer to get the fossilization errors (Pishghadam & Kermanshahi, 2011, p. 218). On the other hand, if the student-writer get the vague or even false feedback, and the student-writer is still considering about the feedback given, it might put the student in learning autonomy (Sultana, 2009, p. 17). In fact, as cited in Rollinson (2005), the result study which was conducted by Rollinson (1998) and Caulk (1994) got a higher number validity of the peer written feedback given (Rollinson, 2005, p. 24). In Caulk (1994) proved that the peer written feedback in intermediate to advance level, 89% of feedback was useful. It was supported by Rollinson (1998) who revealed that the 80% of peer feedback among college-level students was valid.

Accordingly, to measure the success of implementation of peer written feedback was from the students-level capability in target language and the psychological issue in implementing peer feedback (Hyland & Hyland, 2006, p. 79; Sultana, 2009, p. 12). Peer written feedback might not be applied successfully with the lower-level of students' ability. It might be more success if the students

are in intermediate to advance level. The readiness of the students to apply peer written feedback is not only in their target language acquisition, but also in their psychological (Ren & Hu, 2012, p. 5; Sultana, 2009, p. 12). Psychological involves in this study field since some students may be afraid of giving the feedback, especially the corrective feedback to their peers' writing (Sultana, 2009, pp. 12-13). They gave the feedback to their peers unwillingly. It might cause since they were in the same level of acquisition even they were afraid that their peers do not appreciate the feedback given. In contrast, some students believed that the feedback from their teacher was more threatening since there was more authority than the peer written feedback.

From teacher's point of view, while applying peer written feedback, teacher can give the chance for all students to use the target language in classroom in the written form. In addition, applying peer written feedback also took the students in collaborative learning which make the students as the center of the process of teaching and learning process. It is supported to the current approach of teaching and learning, student center. Focusing on student center, it directs us to the students' autonomy.

2.5. Studies in Teaching Integrated Language Skills

While teaching English either as second language or foreign language, teacher has to deal with two types of language skills; macro and micro language skills (Aydogan & Akbarov, 2014, p. 673). Macro language skills are listening, reading, speaking, and writing meanwhile micro language skills include vocabulary, grammar, pronunciation, and spelling. Students consciously learn the

four macro skills and for the micro skills are learnt unconsciously (Akram & Malik, 2010, p. 4). It can be seen by the subject that the students get. There are only the subjects directly tell about listening, reading, speaking and writing and no any subject which has straight focus only in vocabulary, pronunciation, and spelling. The four macro skills are divided into two categories; receptive and productive skills (Akram & Malik, 2010, p. 3; Aydogan & Akbarov, 2014, p. 672). The receptive skills are listening and reading since the students only do not have to product something like in speaking and writing which are the productive skills.

In previous time, teacher teaches macro skills separately to each other even though they still add micro skills during teaching each macro skills (Akram & Malik, 2010, p. 3; Aydogan & Akbarov, 2014, p. 672). There is no any deep explanation about why the macro language skills should be taught separately until some theoretician claim that the four language skills interrelate and intertwine (Aydogan & Akbarov, 2014, p. 673). The integration of those four macro language skills motivates the integrated language teaching process. Integrated teaching means the teacher should merger, at least, one receptive skill; listening and reading, with one productive skill; speaking and writing (Akram & Malik, 2010, p. 5). For instance, teacher blends the listening skills with speaking skills or combines reading skills with writing skills. As cited in Akram & Malik (2010), Jing (2006) stated that the integration of four macro skills in once brings more advantages since in reality, there might be possibility for students to use those four language skill in once.

The benefits of integrating teaching include time consuming, the authentic situation for students, and the various classroom activities which will promote the students' language acquisition (Akram & Malik, 2010, p. 5; Aydogan & Akbarov, 2014, p. 675). When using integrated language teaching, teacher will save time since there are no many subjects to be divided with the teaching time (Akram & Malik, 2010, p. 5). Integrating language skills also increases the process of knowledge absorption effectively and efficiently (Akram & Malik, 2010, p. 6). The effectiveness can be defined since the students acquire the language skills in one time. It does like the parts of puzzle which already complete (Akram & Malik, 2010, p. 7). Besides, integrating teaching offers the real situation for the students to use the target language naturally (Akram & Malik, 2010, p. 7). It also comes up with a bunch of classroom activity variation which promotes the students' language acquisition. Increasing students' language ability by using integrating teaching is not enough. Students need a feedback which delivered by their teacher or peers to give them praise, suggestion, or correction as the reinforcement for their performance or ability.

2.5.1. Skills Subject at English Department

During the time of studying in English Department, students have to complete some skills subjects. These skills subjects teach about the four macro language skills in integrated ways. The skills subjects include *English for Interpersonal Communication*, *Grammar for Interpersonal and Social Communication*, *English in Social Discourse, English for Social Communication*, *English in Academic Discourse*, *English for Academic Communication*, *Grammar*

for Academic Communication, *English for Business Communication*, *English Business in Discourse*, *Grammar for Business Communication*, and *English in Literary Works*.

2.6. Theory of Perception

In often repeated definition, perception is the process of interpreting the information and organizing or forming the images from the out world (Lahey, 2009, p. 124; Santrock, 2005, p. 123; Passer & Smith, 2001, p. 133; Passer & Smith, 2004, p. 110). Perception is based on a complex continuous process of detecting, receiving, and translating sensory messages. Those constant chain processes are called as sensation (Lahey, 2009, p. 124; Santrock, 2005, p. 123; Passer & Smith, 2001, p. 133; Passer & Smith, 2004, p. 110). Although sensation and perception is quiet similar, these two processes are definitely different. Sensation and perception define as one continuous processing system information (Santrock, 2005, p. 124).

Sensation happens before brain interprets the received information from the sensory organs. All creatures have sensory organs, for instance, human. They have eyes, ears, skin, nose, and tongue to receive stimuli to feel the sensation. If one of the sensory organs has limited function or even worse, cannot work at all, the other sensory organs' ability will increase (Santrock, 2005, p. 125). The sensory organs which have the sensory receptor cells use to detect the sensory message which often called as stimulus based on its function. A stimulus refers to any aspects that can detect by the sensory organs. For example, light can be detected by eyes, smell can be detected by nose, sound can be detected by ears,

taste can be detected by tongue and heat can be detected by skin (Lahey, 2009, p. 127; Passer & Smith, 2001, p. 135). After the sensory organ detected the stimuli, the transduction process happens from the sensory organ to the brain. Brain will interpret, organize and form the received stimuli to be the complete information actively and creatively (Passer & Smith, 2001, p. 135). It will find the meaningful patterns of the sensory information (Santrock, 2005, p. 127). This process is known as perception.

The purpose of perception has shifted meaning. As cited in Santrock (2005), David Marr (1982) beliefs that the purpose of perception is to define information from outside world (Santrock, 2005, p. 123). Shifted purpose of perception comes from an evolutionary perspective who stated that perception is the way for creatures to enhance the chance of survival (Santrock, 2005, p. 123). A creature has to able to feel and react spontaneously and accurately. In fact, the way of creatures respond to the stimuli is different and will interpret the stimuli into something meaningful to each creatures based on their experiences. They will detect and give response if the stimulus is "positive" or "negative".

The "positive" or "negative" result will reflect on the implementation of peer written feedback in English for business field. Students expectantly can give their perception towards the implementation of peer written feedback in English business in discourse subject. The process starts with the sensation, when their teacher gave the instruction that they will give the written feedback to their peers' writing. The process continues to when students give the written feedback to their peers' writing and see the written feedback given by their peers and pay attention

on the feedback. After the students look closer to the written feedback, unconsciously they will send their sensation to their brain. The process of giving perception appears while students' brain try to interpret what they are thinking about the written feedback received.

2.7. Conceptual Framework

Students who are the main actors in the process of delivering and receiving peer written feedback should get more attention about their response and judgment during the implementation of peer written feedback. The implementation of peer written feedback in the language instructions carries both benefits and barriers for the students' psychological and cognitive which affect in the students' language acquisition. Not only the effect of its benefits and barriers, the technique while delivering and its content also involve giving the effect on students' language ability.

In order to maximize the practice of peer written feedback in language classroom, knowing the students' perception towards the implementation of peer written is important. It is also supported since the implementation of peer written feedback has widely spread. The importance to know the students' perception toward peer written feedback in this study is to get the authentic data about students' response and judgment about peer written feedback which the students got on their works during the class activity in integrated skills subjects. Through the students' perception, the way of students think about the peer written feedback can be revealed. The students' perception can be used as a turning point to reflect on the process and content of peer written feedback given in the classroom.

Besides, it can be the input for teachers who will use a peer written feedback system in their class to reflect what they should do as a teacher also check the quality of feedback given; even the feedback is understandable, correct, and accurate. So, it might maximize the result after implementing peer written feedback and might produce the high quality peer written feedback. Hopefully, the peer written feedback given can give a positive impact on the students' learning.

Schema 2.1: The Conceptual Framework
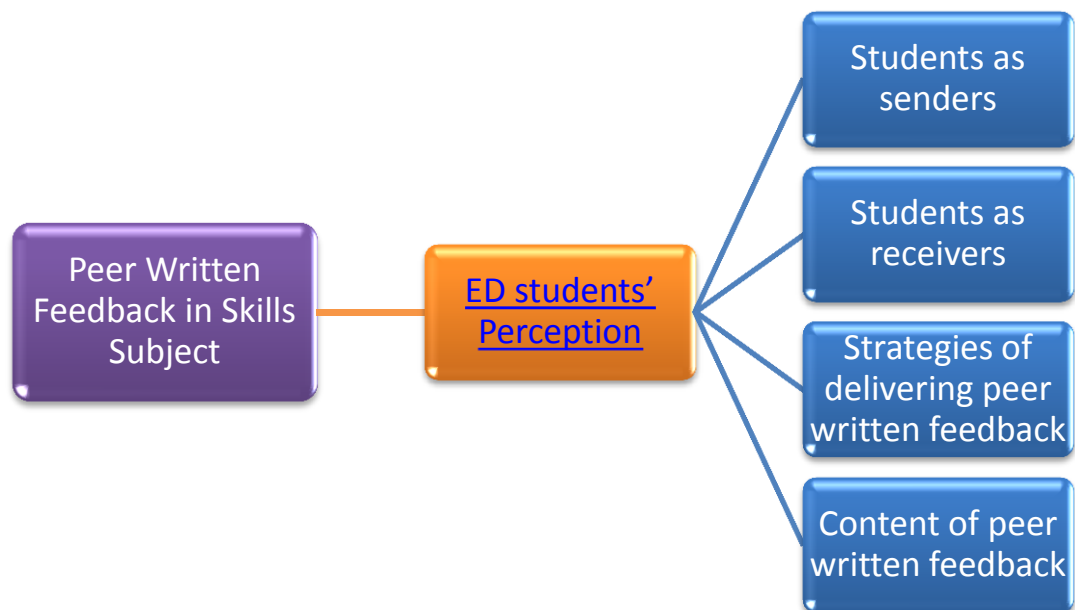
Table 2.1: The Theory Used as the Based to Conduct the Questionnaire

Students as senders	Students as receivers	Strategies of delivering peer written feedback	Content of peer written feedback
• Might feel reluctant or superior (Sultana, 2009, pp. 13-14) • Give the complete written feedback for peers (Anderson, 2010, p. 25) • The focus of peer written feedback include the content and the organization of writing, not only the grammar (Miao, Badger, & Zhen, 2006, p. 192)	• Aware of their audience of works (Sultana, 2009, p. 13) • Might feel inferior and do not have any self-confidence (Sultana, 2009, pp. 13-14) • Receive the complete written feedback for peers (Anderson, 2010, p. 25) • The focus of peer written feedback include the content and the organization of writing, not only the grammar (Miao, Badger, & Zhen, 2006, p. 192)	• Direct • Indirect • Metalinguistics • The focus of feedback • Electronic • Reformulation (Anderson, 2010, p. 25)	• Content of peer written feedback include the content and the organization of the writing, grammar, vocabulary, and mechanics (Miao, Badger, & Zhen, 2006, p. 192) • The target features of the writing errors, especially in grammar are articles, lexical items, relative pronouns, conjunctions, possessives, prepositons, singular and plural, subject-verb agreement, verb tense and

			word form (Anderson, 2010, p. 62)
			• Surface and vague content of peer written feedback (Sultana, 2009) (effect of the limited knowledge of target language) (Ren & Hu, 2012)
			• Feedback can be used as alternative ways (Hattie & Timperley, 2007, p. 81)

Table 2.2: The Theory Used as the Based to Conduct the Questionnaire

Benefits of Implementing Peer Written Feedback	Barriers of Implementing Peer Written Feedback
• Students become autonomous learners (Sultana, 2009). • Students used to collaborative learning (Hyland & Hyland, 2006). • Students become the center of the language teaching and learning process (Sultana, 2009).	• Students have limited knowledge of target language (Ren & Hu, 2012). • Students get mental readiness problem (Sultana, 2009). • Students' expectation of their peer written feedback is not same with the reality (Ren & Hu, 2012).

• Students become more reliable and appreciate the friendship since there might be miscommunication while giving and receiving peer written feedback (Sultana, 2009).	

CHAPTER III

METHODOLOGY

This chapter presents the description of the research design followed by sample and population, time and place of the study, the instruments, the procedures for data collection, validity and reliability of the study, and lastly the description of how the data will be analyzed.

3.1. Research Design

The objective of this study was to identify students' perception towards peer written feedback. It was intended to investigate students' response about the implementation of peer written feedback in skills subject by the lecturers in English Department, State University of Jakarta. In detail to its practice, the writer was pinpointing the students' perception when the students as receiver, as sender, the strategy of delivering peer written feedback and the content of the peer written feedback received.

Related to the objectives stated above, survey design was decided to use in this study. Survey aims to gather an abundance information, data and clarification generally (Arikunto, 2006, p. 25). Accordingly, survey research design helps the writer to gather the information from a sample or the whole population of people regarding opinion, attitude, behavior, or characteristics related to one issue provided with statistical result (Creswell, 2012, p. 376). Survey research helps to identify important beliefs and attitudes of individuals. It is expected to describe an issue when it is becoming a trend in several groups. The data in survey research can be generalized if the sample represents the whole population (Riduwan, 2005,

p. 49). The purpose of this study is to provide authentic useful information to evaluate a program (Creswell, 2012, p. 376).

The data needed for this study is both quantitative and qualitative data. The data gathered from the questionnaire and followed by interview. The questionnaire aims to give the opportunity for the researcher to gather data from a large number of people and generalized the result. Questionnaires will be distributed to the samples of the study. The samples were given the questionnaires and they had to give their answers based on the choice given also agreement and frequency scale. The given questionnaires contained opinion statements which related to perception on peer written feedback in skills subject at English Department. The collected data will be analyzed statistically to describe the issue. On the other hand, another way to get the data is by doing an interview. By doing an interview in the form of one by one interview, the writer can do a depth exploration of the result from the questionnaire. The interview result will offer many perspectives on the study topic and provide a complex picture of situation in the real study. Also, it will be used to compare, to relate or even as the follow up technique for the data gathered from questionnaire.

3.2. Sample and Population of the Study

The population of this study was the ED students at State University of Jakarta year 2013 and 2014 who have taken the subject skills during their study. The other batch 2012 and 2011 are not included for this study since they did not learn the skills subject in integrated ways. ED students year 2013 and 2014 are probably in the same level of intermediate English proficiency as the EFL

students. The writer did not take all the students to get involved in this study. The writer will choose the students who will be the samples of this study by using stratified proportionate random sampling with the sample proportion are 40%. The stratified proportionate random sampling is used to hold the heterogeneities up in each sub-population. According to Sugiyono (2010), proportionate stratified random sampling is used if the population has member or aspects which are not homogeny and strata proportionally (Sugiyono, 2010, p. 64). It is supported by Arikunto (2006) which stated that to get the representative sample from many strata with different amount, the process of in taking sample in each stratum is proportional (Arikunto, 2006, p. 35). In this study, strata mean batch of 2013 and batch of 2014. The total number of student is 270 students (Table 3.1). Sample of this study is 108 students. Sample was chosen simple randomly in each sub population.

Table 3.1: The total number of ED students' year 2013 and 2014

Year	Number of students	Sample (40% sample proportion)
2013	90	36
2014	180	72
Total	270	108

Schema 3.1. Schema of Proportionate Stratified Random Sampling

(Abdrurrahman, 2011, p.47)

$$\boxed{N_1} + \boxed{N_2} + ... + \boxed{N_i} = \boxed{N}$$

$$\downarrow \qquad \downarrow \qquad \downarrow \qquad \downarrow$$

$$\boxed{n_1} + \boxed{n_2} + ... + \boxed{n_i} = \boxed{n}$$

Whereas   :

N = Population	n	= Sample
N_1 = Population of 1st strata	n_1	= Sample of 1st strata
N_2 = Population of 2nd strata	n_2	= Sample of 2nd strata
N_i = Population of i-strata	n_i	= Sample of i-strata

3.3. Place and Time of the Study

This study was conducted for about 3 months within April to June, 2015. The collecting data was taken place at English Department, Faculty of Language and Arts, State University of Jakarta.

3.4. Instruments of the Study

To collect the data, the writer used some instruments. They are:

3.4.1. Questionnaires

A questionnaire was required for data collection in this study. The questionnaire which was conducted in Indonesian was divided into three parts. Each statement in questionnaire was built based on the theories from experts at the literature review. The questionnaires were distributed to the ED students' year

2013 and 2014 as the sample respondents. Below the description of each statement in the questionnaire:

a.   **Part I**

The first part of questionnaire was composed in the open ended question form. It consisted of 20 numbers of statements related to research question which have to be responded by the respondents and give back to the writer.

Table 3.2: Details Questionnaire in Part 1

No	Aspects	Items Number
1	Students' personal data	1,2,3,4
2	Students' knowledge about peer written feedback	5
3	Students' experience in giving and receiving peer written feedback during the skills subjects class	6,7,8, 9
4	Students' perception toward peer written feedback as the sender and the way they give the feedback	10, 11, 12
5	Students' perception toward peer written feedback as the receiver	13, 14,15, 16
6	Students' perception toward the content of peer written feedback	17, 18, 19, 20

b.   **Part II**

The second part of questionnaire was composed in the closed ended question form complete with Likert Scale. It was consisted of 16 numbers of statements related to research question. The respondents will be asked to give the respond statement scale; *sangat setuju, setuju, ragu-ragu, tidak setuju, dan sangat*

tidak setuju (strongly agree – strongly disagree) based on their opinion of the implementation of peer written feedback in skills subjects.

Table 3.3: Details Questionnaire in Part 2

No	Aspects	Items Number
1	Teacher's role in implementing peer written feedback and the effects for the students	1,2,3,4
2	Advantages and disadvantages while implementing peer written feedback	5,6,7,8,9,10,11
3	The strategies of delivering written feedback	12
4	Content of peer written feedback	13,14,15,16

c. **Part III**

The last part of questionnaire was composed in the closed ended question form complete with Likert Scale. It was consisted of 28 numbers of statements related to research question. The respondents will be asked to give the respond frequency scale (always - never) based on their experience or ideal condition during the implementation of peer written feedback in subjects skills.

Table 3.4: Details Questionnaire in Part 3

No	Aspects	Items Number
1	Students' perception as the sender of peer written feedback	1,2,3,4
2	Students' perception as the receiver of peer written feedback	5,6,7,8
3	The content of peer written feedback and the application in the skills subject classes	9,10,11,12,13,14,15,16,17, 18,19,20,21,22,23, 24

4	Strategy of Delivering Peer Written Feedback	25,26,27,28

3.4.2. Interviews

The writer conducted the interviews in the form of one by one with 10% of respondents of the questionnaire to gain more depth data of the implementation of peer written feedback in the skills subject at English Department. The interview was conducted in Indonesian. Also, it was held after the counting process of the questionnaire. The topic of the interview will be discussed about the most common answer on the questionnaire. The interview protocols were semi-structured interview. It combined between guided and in guided interview that the writer already prepared the questions in general as the guidance, but the writer elaborated the questions in order to gather clear information. The interview aimed to get the detail information and anticipate the possible weaknesses of the data gained from the questionnaire. Also, it is used to ensure the data triangulation.

3.5. Data Collection Techniques and Procedures

This research requires both quantitative and qualitative data. The quantitative data were obtained by distributing questionnaire to the sample of the study. On the other hand, the qualitative data were acquired through doing the interviews. The questionnaires were distributed directly to 108 students and the interview conducted with 10% of the questionnaires' respondents. In this study, the writer divided the procedure into two parts; the first part for the data collection procedures of questionnaire and the second part for collection of interview.

3.5.1. Data Collection Procedures for Questionnaire

There are three steps in collecting data from questionnaires:

1. Constructing questions for the questionnaires

2. Conducting the pilot study to some respondents

3. Administering the fulfilled questionnaire

3.5.2. Data Collection Procedures for Interview

There are two steps in collecting data from interview:

1. Constructing questions for the interview

2. Conducting the interview to 10% of the total respondents

3.6. Piloting the Instrument

Before distributing the real questionnaire, the writer would like to conduct a pilot study as the "trial" to measure the validity of the questionnaire. The questionnaire which was used for pilot study was conducted in Indoensian. A pilot study of the questionnaire is a procedure which should have done to conduct a survey study (Creswell, 2012). It aims to be a turning point of the content of the questionnaire. The writer asked 30 ED students year 2013 and 2014 as the respondents. The respondents should fulfill the trial questionnaire.

After filling the questionnaire, the writer asked for feedback from the respondents about the questionnaire they have filled. The writer also asked the respondents' acquisition about the term "peers written feedback". All of the respondents whom the writer asked to were understand to this term. However, after calculating the data, there were 14 statements in part 2 and 8 statement in

part 3 which were not valid. So that, those invalid statements were not used in the real questionnaire.

3.7. Validity and Reliability

Pilot study is crucial for identifying questionnaire's problems, validity and reliability. Consequently, the questionnaire used in pilot study will be used to identify the validity and reliability of each statement. Validity aims to measure the accuracy of instrument and its function (Arikunto, 2002). Based on Abdurrahman (2011), a valid instrument if the instrument can be used to measure something exactly with what will be measured. In order to get valid data from the questionnaire, the writer used Pearson Product Moment formula. The formula is:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Whereas:

r_{xy} : The correlation coefficient between the variable X and Y

N : Number of respondents

X : The score of per item

Y : The total scores of all items

$\sum X$: The total number in X distribution

$\sum Y$: The total number in Y distribution

$\sum XY$: The total of multiplication between X and Y

$\sum X^2$: The total number of the squared scores in X distribution

$\sum Y^2$: The total number of the squared scores in Y distribution

Then, the result will be consulted with the score of r_{tabel}. If $r_{xy} > r_{tabel}$ with the score at least 0.05, the statement is valid. Although, if $r_{xy} < r_{tabel}$, the statement is not valid so that need to conduct another pilot study to get the valid statement.

The r_{tabel} of this study was 0.36. It was obtained since the respondents of the pilot study were 30 students. After conducting the pilot study and calculating the data, there were some statements which were invalid. In part 2, 14 statements were invalid meanwhile in part 3, 8 statement were not valid. So that, those invalid statements were not used in the real questionnaire.

In addition, to measure reliability of the questionnaire, the writer used Alpha Cronbach's formula to each number of statements in the questionnaire. The formula is:

$$\alpha = \left[\frac{N}{N-1}\right]\left[1 - \frac{\sum \sigma_{item}^2}{\sigma_{total}^2}\right]$$

Whereas:

α = Cronbach's alpha (the reliability of instrument)

N = Number of statement in the of statements in the questionnaire

$\sum \sigma_{item}^2$ = The sum of variances

$\sum \sigma_{total}^2$ = The total variance

After finding the reliability, the writer used the standard of reliability of the questionnaire, as stated by Arikunto (2006:276) below:

Table 3.5: The Interpretation of Reliability

Points	Interpretation
0,800 - 1,000	High
0,600 – 0,800	Fairly High
0,400 – 0,600	Fairly Low
0,200 – 0,400	Low
0,000 – 0,200	Very Low

From the data gathered, it was obtained the reliability data. Part 2 and part 3 of the questionnaire have got different result. In part 2, the point was 0,788 which can be interpreted in fairly high level. Besides, in part 3, the point was 0.811 which has got high interpretation. So that, based on the points, the statements in both part of questionnaire are reliable.

3.8.   Data Analysis Technique and Procedures

To answer the questions of how the students' perception toward the implementation of peers' written feedback in English Business in Discourse subject at English Department, the writer used the data collected from questionnaires and interview and analyze the data statistically by using Microsoft Excel 2007. The steps in analyzing data are described below:

3.8.1. Data Analysis Procedures for Questionnaire

The questionnaire will be analyzed through the following steps:

1. Calculating the answers in part 2 and 3 with Microsoft Excel 2007 which have been obtained through questionnaire with the following scales:

Table 3.6: The Scale Used in Each Statement

Statement Scale in Questionnaire Part 2	Statement Scale in Questionnaire Part 3	Scale in Number
Strongly agree *"sangat setuju"*	Always *"selalu"*	5
Agree *"setuju"*	Often *"sering"*	4
Undecided *"ragu-ragu"*	Sometimes *"kadang-kadang"*	3
Disagree *"tidak setuju"*	Rarely *"jarang"*	2
Strongly disagree *"sangat tidak setuju"*	Never *"tidak pernah"*	1

2. Total answer from entire respondents in part 2 and 3 will be:

   − Totaling the answer form all respondents in part 2 and 3

   − Dividing the total answer into the whole number of the respondents

   − Multiplying by 100 to get the percentages

   For instance: total score of "strongly agree" / "*sangat setuju*" answer in part 2 number 1 was 15, then it needs to be counted as 15 : 40 (total respondents) x 100 = 37.5, then the answer is 37.5% of the respondents are agreeing the statement number 1 in part 3.

3. Concluding the answer which will be drawn in which options have majority of being chosen

4. Making the table percentage of the answer

5. Elaborating the answer descriptively

3.8.2. Data Analysis Procedure for Interview

In analyzing interview data, the writer did the following steps as the follow:

1. Make the transcription of the interview

2. Identify the answer of the interview by categorizing and dividing them based on the aspect in questionnaire part 2 and 3 in order to strengthen the result of the data gained from the questionnaires

3. Calculate all the answers that have been gathered. The total answers are divided into whole number of the interviewee and multiply by 100 to get the percentages.

4. Present the result into the form of table percentages

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the results of the study are presented. The chapter is divided into four main sections. The first section presents the data description, followed by findings on each statement and findings on each aspects to answer research questions about students' perception toward the implementation of peer written feedback, focusing on students as sender and receiver, the strategies used and the content of the feedback, and lastly the discussion on findings from the questionnaire and interviews.

4.1. Data Description

The data gained through two instruments which are questionnaire and interview. The participants of this study were 108 ED students from year 2013 and 2014 who were chosen randomly. The students have different personal background. They are 36 males and 72 females, 36 students from 2013 batch, 72 students from 2014 batch. There are 10 students who have English acquisition in elementary level, 79 students in intermediate level and 19 students in advanced level. Most of the students have already taken the skills subject based on the package from the department. 92 students stated that they knew what the peer written feedback is and 16 students did not. In addition, 89 of 108 students claimed that they have already taken the skills subjects which applied peer written feedback.

The questionnaire was written in Indonesian in order to avoid misunderstanding and misinterpretation. It consisted of three parts; part 1 was the respondent's personal data, part 2 was list of statement with Likert scales Strongly Agree – Strongly Disagree and the last, part 3 was the list of statements with Likert scales Always – Never. In part 2 and 3, the questionnaires were using 1-to-5 rating scales to ease the calculation process. For instance in part 2 which was using scales Strongly Agree which have 5 points to Strongly Disagree which only have 1 point. Besides, in part 3 which was using scales Always which have 5 points to Never which only have 1 point. Respondents were only putting a tick to the statements on the answers scale. It consisted of 44 statements which are 16 statements in part 2 and 28 statements in part 3. In each part, the statements of the questionnaire were classified into some aspects as follow:

Details Questionnaire in Part 2

Table 4.1.: Details Questionnaire in Part 2

No	Aspects	Theories	Items Number
1	Teacher's role in implementing peer written feedback and the effects for the students	Rollinson, 2005, p.26	1,2,3,4
2	Advantages and disadvantages while implementing peer written feedback	Sultana, 2009 Hyland&Hyland, 2006 Ren&Hu, 2012	5,6,7,8,9,10,11
3	The strategies of delivering written feedback	Anderson, 2010	12

		Maio, Badger&Zhen, 2006	
4	Content of peer written feedback	Hattie&Timperley, 2007	13,14,15,16
		Sultana, 2009	

Details Questionnaire in Part 3

Table 4.2.: Details Questionnaire in Part 3

No	Aspects	Theories	Items Number
1	Students' perception as the sender of peer written feedback	Sultana, 2009 Anderson, 2010 Miao,Badger&Zhen, 2006	1,2,3,4
2	Students' perception as the receiver of peer written feedback	Sultana, 2009 Anderson, 2010 Miao,Badger&Zhen, 2006	5,6,7,8
3	The content of peer written feedback and the application in the skills subject classes	Anderson, 2010 Miao,Badger&Zhen, 2006	9,10,11,12,13, 14,15,16,17,1 8,19,20,21,22, 23, 24
4	Strategy of Delivering Peer Written Feedback	Anderson, 2010	25,26,27,28

The interview was administered to 10% of questionnaire respondents. Since the number of the questionnaire respondent are 108 students, the number of interviewee are 11 students; 5 students from batch of 2013 and 6 students from

batch of 2014. The interview was used to confirm, add, and support the information from questionnaire.

4.2. Findings on Each Part

Followings are findings gathered through questionnaire with 108 respondents and interviews which were conducted to 11 interviewees from ED student batch 2013 and 2014.

The results of each statement from the questionnaire were presented in the form of tables which attached in the appendix. Based on the data collected through the questionnaire, there were some statements which got the highest score on each aspect in each part. The statements which were ranked here were taken from each aspect in order to ease the reader in reading the result of this study and the ranks were as follow:

Part 2

Chart 4.1.: The highest percentage of statement on each aspect in part 2

The highest percentage of statement on each aspect in part 2

57.40%	61.11%	51.85%	63.88%
Aspect 1 (No. 1)	Aspect 2 (No. 6)	Aspect 3 (No. 12)	Aspect 4 (No. 14)
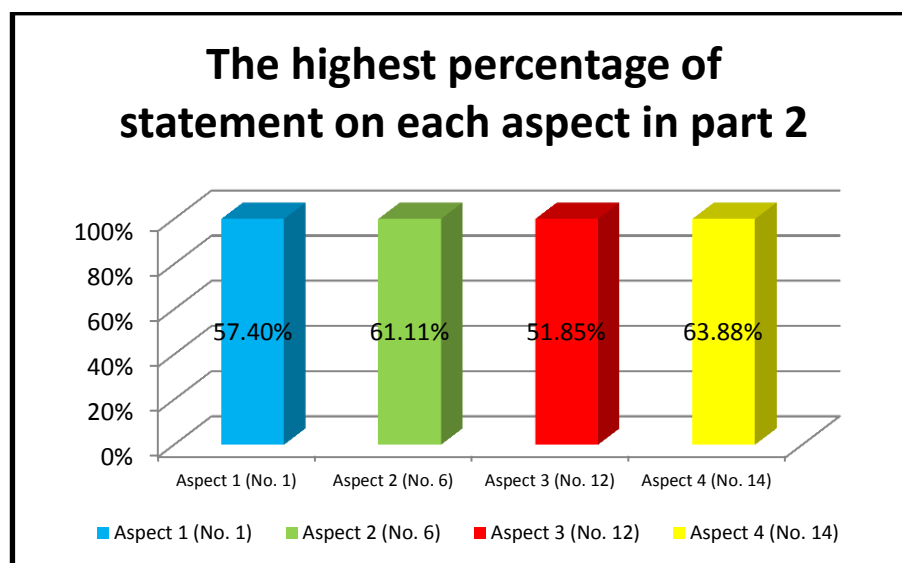
The first aspect in questionnaire part 2 related about the teacher's role in implementing peer written feedback and its effect for the students. The statement on aspect 1 which got the highest percentage was on number 1 *"Sebelum meminta siswa untuk melakukan "peer written feedback", siswa membutuhkan instruksi dari guru"*. 57.40% of respondents strongly agreed to this statement. It indicated that the teacher's instruction is needed by the students before giving written feedback to their peers. They said that if there is no instruction from the teacher, they are confused to give the written feedback.

The second aspect in questionnaire part 2 is about the advantages and disadvantages while implementing peer written feedback. The statement on aspect 2 which got the highest percentage was on number 6 *"Siswa menjadi terbiasa untuk bekerja sama."* This statement got 61.11% of the respondents voted this statement. It revealed that the respondents agreed that they used to work collaboratively through the implementation of peer written feedback. They also claimed through doing peer written feedback they can help each other in studying.

The third aspect in questionnaire part 2 tried to seek the strategies of delivering written feedback. The statement on aspect 3 which got the highest percentage was on number 12 *"Pemberian tanda (dilingkari, diberi panah, digaris bawahi, dll.) pada setiap kesalahan membantu untuk menunjukkan letak kesalahan."* 51.85% of the respondents strongly agreed and voted to this statement. It showed that marking on the errors was useful to notice the errors. The respondents also supported that if their peers did not give any marks on their errors, they won't know where they made the mistakes.

The last but not least, in part 2, the statement which sought to content of the peer written feedback in aspect 4 which got the highest percentage was on number 14 *"Umpan balik tertulis dari teman sebaya dapat diguakan sebagai cara lain untuk menyelesaikan tugas."* This statement got 63.88% vote from the respondents who agreed that the written feedback from their peer can be used as alternative ways, even though; they rechecked again the written feedback given.

Part 3

Chart 4.2.: The highest percentage of statement on each aspect in part 3
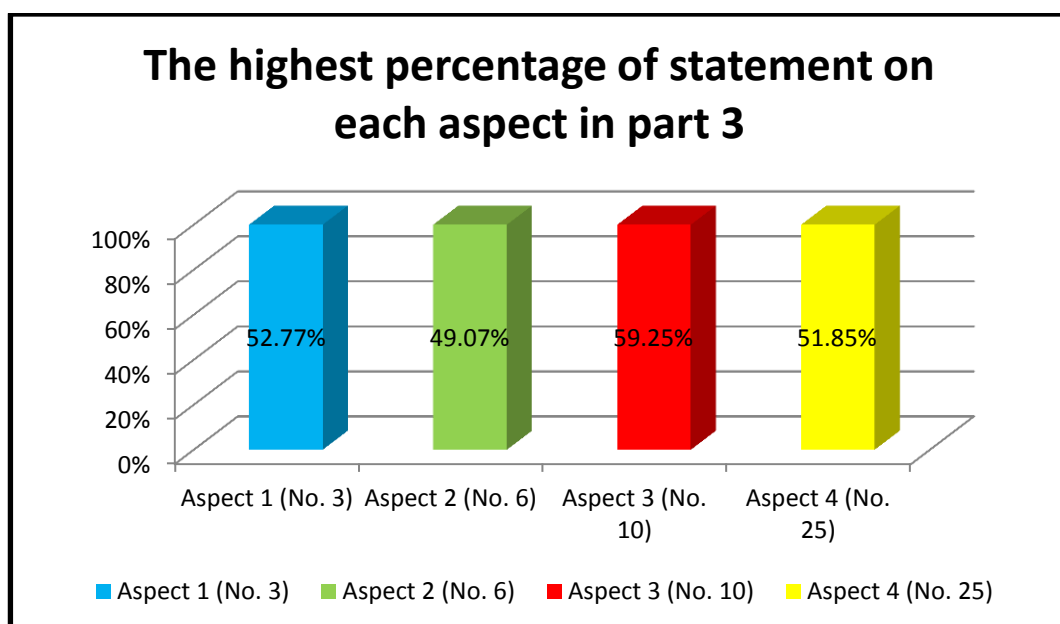
The first aspect in part 3 sought the students' perception as the sender of the peer written feedback. The statement on aspect 1 which got the highest percentage was on number 3 *"Saya memberikan tanda pada setiap kesalahan di pekerjaan teman sebaya saya".* 52.77% of respondents chose this statement. It indicated that the respondents often marked the errors on their peer's work also

wrote the feedback including the suggestion. They also confessed that they often marking their peer's errors and give the correction above or below the errors.

The second aspect in part 3 tried to seek the students' perception as the receiver of the peer written feedback. The statement on aspect 2 which got the highest percentage was on number 6 *"Saya merasa baik-baik saja ketika menerima umpan balik tertulis dari teman sebaya saya walaupun umpan balik tersebut mengandung kritik."* This statement got 49.07% votes from the respondents. It revealed that the respondents often are fine to receive written feedback from their peers. The respondents also stated that they are grateful to get the written feedback from their peer since it can help them in learning.

The third aspect in part 3 related about the content of peer written feedback and the application in skills subject classes. The statement on aspect 3 which got the highest percentage was on number 10 *"Area dari pemberian umpan balik tertulis dari teman sebaya adalah lexical items."* 59.25% of the respondents often gave the written feedback related to lexical items. It is supported by the interview result which most of the interviewee claimed that they give or receive peer written feedback related to the words which are used by their peer.

Lastly, in part 3, the last aspect was aout the strategy of delivering peer written feedback. The statement on aspect 4 which got the highest percentage was on number 25 *"Umpan balik tertulis diberikan dengan cara mencoret bagian yang salah dan dilengkapi dengan jawaban yang benar."* This statement got 51.85% vote from the respondents who often crossed out the errors and provided

with the correct answers. Crossing out the errors aimed to mark the errors. Unfortunately, they admitted that they more often marking the errors by circling or underlining the errors.

4.3. Findings on Each Aspect

The following finding aimed to give more detail about the data both from questionnaire and interviews. It will be arranged in order of the subsidiary research questions.

4.3.1. Students' Perception as a Receiver

The result of this aspect has aimed to answer the first subsidiary research questions *"What is the ED students' perception as a receiver, while the teacher implementing peer written feedback?"* The question is consisted of 4 statements which occurred in part 3 questionnaires. This aspect was appeared in statement number 5, 6, 7, and 8. It has two categories in 4 statements which divided into: No. 5 and 6 related to the students' feeling while receiving peer written feedback and No. 7, and 8 related to the written feedback they got.

Table 4.3.: Table of the detail answer for each statement in aspect 1

Aspect	Statements	Answers									
		Always		**Often**		**Sometimes**		**Rarely**		**Never**	
Students' Perception as a Receiver	No. 5 Part 3	9	8.33%	18	16.66%	40	37.03%	24	22.22%	17	15.74%
	No. 6 Part 3	31	28.70%	53	49.07%	23	21.29%	1	0.92%	0	0%

|										
No. 7 Part 3	5	4.62%	33	30.55%	50	46.29%	16	14.81%	4	3.70%
No. 8 Part 3	11	10.18%	46	42.59%	32	29.62%	14	12.96%	5	4.62%

Statements number 5: *"Saya merasa lebih rendah atau minder setelah menerima umpan balik tertulis dari teman sebaya."*

Chart 4.3.: The percentage of statement number 5 in part 3
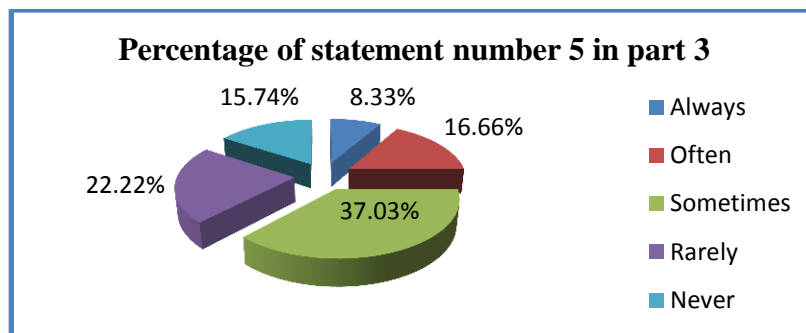
Statements number 6: *"Saya merasa baik-baik saja ketika menerima umpan balik tertulis dari teman sebaya saya, walaupun umpan balik tersebut mengandung kritik"*

Chart 4.4.: The percentage of statement number 6 in part 3
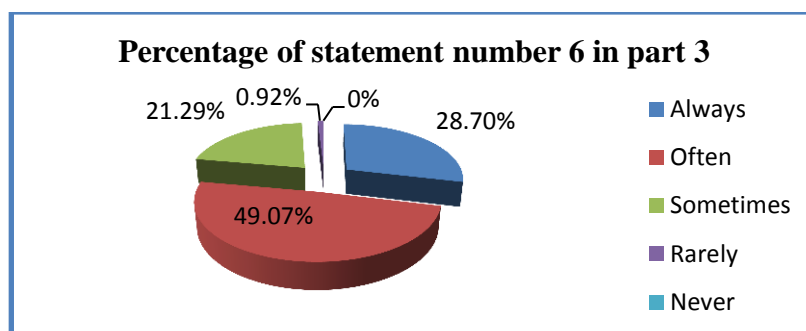
Statement number 5 and 6 are related to each other. Based on the percentage of statement number 5, it can be seen that 37.03% of the respondents

sometimes feel inferior and don't have self-confidence after receiving written feedback from their peer. In the other hand, in statement number 6, 49.07% of the respondents were fine if they receive written feedback from their peer even the content include the critics. However, from the interview result, 90.90% of interviewee supported the statement number 6, as the follow:

> "*Ya.. kalo aku sih sebenernya biasa aja sih mau pas nerima atau pun ngasih. Yaiya, bahkan kalo aku jadi penerima aku bersyukur karena masih ada yang mau ngasih masukan. Jadi tau kurang sama lebihnya apa. Walaupun masih ada salah.*" (Interviewee 1)

Although most of the interviewee claimed that they are happy or even grateful, there was 9.09% of interviewee who were confused when they received written feedback from their peer, as the follow:

> "*Kalo pas penerima sih kayaknya bingung gitu, ini salah dimana lagi…yaaa…terus kok ini masih salah aja ya.*" (Interviewee 10)

Statement number 7: "*Saya mendapatkan umpan balik tertulis dengan rinci dari teman sebaya saya.*"

Chart 4.5.: The percentage of statement number 7 in part 3
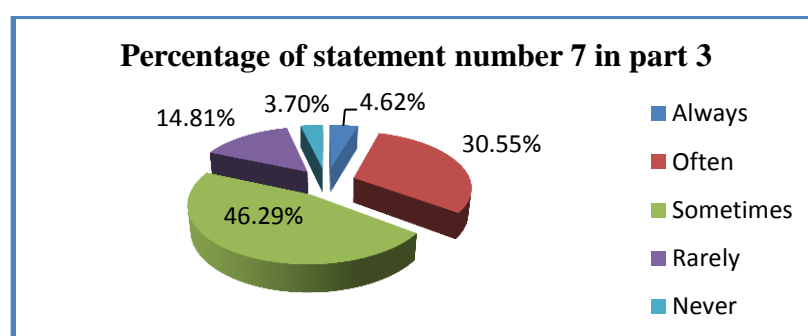
Statement number 8: "*Fokus area dari umpan balik tertulis yang diberikan oleh teman sebaya saya, bukan hanya pada area "grammar" tetapi juga pada "content and organization of the writing""*"

Chart 4.6.: The percentage of statement number 8 in part 3

Percentage of statement number 8 in part 3

12.96%   4.62% 10.18%

29.62%   42.59%

- Always
- Often
- Sometimes
- Rarely
- Never
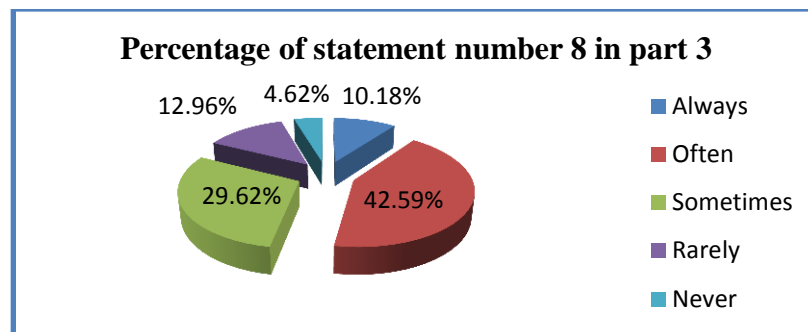
46.29% of respondents stated that they sometimes got the complete written feedback from their peers and 42.59% of respondents claimed that they got peer written feedback include in grammar area also in content and organization of the writing. The questionnaire result was in accordance with the interview result. During the interview, all of the interviewee stated that they received a complete written feedback, which as the follow:

> *"Kalo detil banget sih kayak nya engga, Cuma jelas. Bisa gitu di ngertiinnya. Palingan sih kalo lagi dapet yang tulisannya berantakan Cuma susah bacanya. Tapi isinya tetep kok jelas."* (Interviewee 3)

Besides, 81.81% of the interviewee claimed that they got peer written feedback related to both grammar also the content and organization of the writing, as the follow:

> *"Ya….kerjaan kita gitu. Jadi udah nyambung apa belum. Iya kata katanya diliat, terus paduan bahasanya gitu. Vocab sama grammarnya. Paling tambahannya spelling sama punctuation sih."* (Interviewee 11)

4.3.2. Students' Perception as a Sender

The result of this aspect has aimed to answer the second subsidiary research question "What is the ED students' perception as a sender, while the

teacher implementing peer written feedback?" The question is consisted of 4 statements which occurred in part 3 questionnaires. This aspect was appeared in statement number 1, 2, 3, and 4. It has two categories in 4 statements which divided into: No. 1 and 2 related to the students' feeling while giving peer written feedback and No. 3 and 4 related to the written feedback they gave.

Table 4.4.: Table of the detail answer for each statement in aspect 2

Aspect	Statements	Answers									
		Always		**Often**		**Sometimes**		**Rarely**		**Never**	
Students' Perception as a Sender	No. 1 Part 3	9	8.33%	25	23.14%	50	46.29%	21	19.44%	3	2.77%
	No. 2 Part 3	5	4.62%	28	25.92%	51	47.22%	13	12.03%	11	10.18%
	No. 3 Part 3	26	24.07%	57	52.77%	18	16.66%	6	5.55%	1	0.92%
	No. 4 Part 3	19	17.59%	43	39.81%	28	25.92%	15	13.88%	3	2.77%

Statement number 1: *"Saya merasa lebih unggul ketika memberikan upan balik tertulis untuk teman sebaya saya."*

Chart 4.7.: The percentage of statement number 1 in part 3
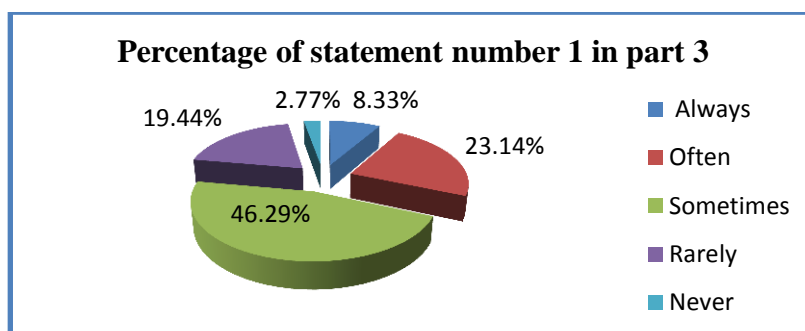
Statement number 2: *"Saya merasa canggung untuk memberikan umpan balik*

tertulis untuk teman sebaya saya."

Chart 4.8.: The percentage of statement number 2 in part 3
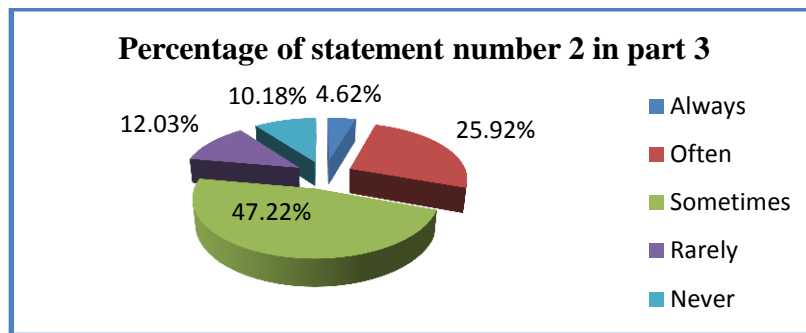
Statement number 1 and 2 are related to each other. Based on the percentage of statement number 1, it can be seen that 46.29% of the respondents sometimes felt superior when giving written feedback to their peers. In contrast, in statement number 2, 47.27% of the respondents sometimes felt hesitant to give written feedback on their peer's working. Besides, from the interview result, there is none of the interviewee who felt superior when giving written feedback to their peer. Indeed, 63.63% of the interviewee felt hesitant, 36.36% of interviewee did not really sure about their feeling.

Statement from one of the interviewees who felt hesitant to give peer written feedback:

"Kalo pas ngasih sih takurnya kayak blunder gitu. Jadi yang dia kerjain itu karena kita gak paham, terus dianggap salah eh malah jadi salah." (Interviewee 10)

Statement from one of the interviewees who did not know about their feeling when giving peer written feedback:

"Biasa aja sih kak sebenernya. Cuma gimana ya, kadang suka mikir gini sih, punya aku aja belum bener, kenapa harus meriksa punya dia. Bukan canggung sih… tapi gimana yaaa… ya gitu sih." (Interviewee 2)

Statement number 3: *"Saya memberikan tanda pada setiap kesalahan di pekerjaan teman saya dan menuliskan jawaban yang benar."*

Chart 4.9.: The percentage of statement number 3 in part 3
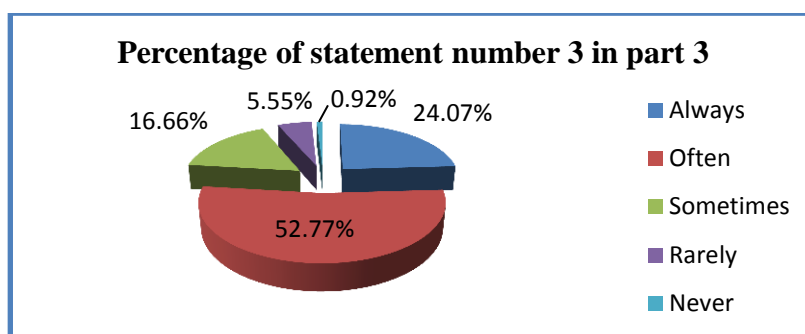
Statement number 4: *"Bukan hanya terfokuskan pada area "gramma", saya juga memberikan umpan balik tertulis terkait "content and organization of writing"."*

Chart 4.10.: The percentage of statement number 4 in part 3
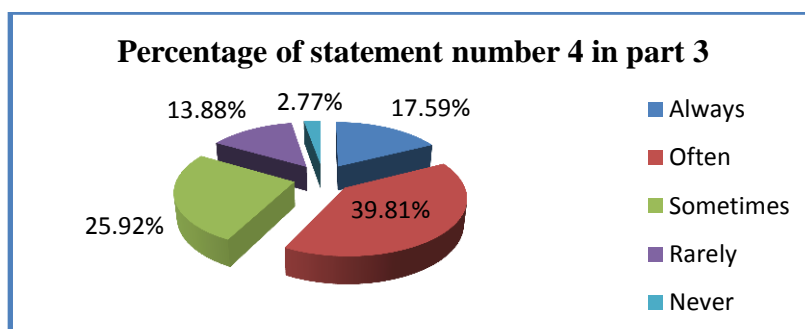
52.77% of respondents stated that they often gave a mark in their peer's errors and wrote the feedback include the suggestions. Moreover, the written feedback which they gave include in both grammar, and content and organization

of the writing. It is supported by the interview result which showed all of the interviewee gave the complete written feedback to their peer, as the follow:

> *"Biasanya sih kalo aku dilingkarin kak, yang salah nya apa aja dan dimana. Nah abis udah selesai baru deh ditulisin kecil-kecil diatasnya salahnya kenapa, terus lebih baiknya yang kayak gimana."* (Interviewee 5)

Also more than half of the interviewee, 73.73%, said that they gave written feedback to their peers related to grammar area also content and organization of the writing, as the follow:

> *"Grammar sih kak. Kayak verb nya, subjectnya, terus singular plural, gitu gitu. Kalo itu sih (Flow of ideas, cohesion and coherence, sama topic sentence) pernah, sih. Tapi gak selalu."* (Interviewee 5)

4.3.3. Students' Perception on the Strategies of Delivering Peer Written Feedback

The result of this aspect has aimed to answer the third subsidiary research question *"What is the ED students' perception on the strategies of delivering peer written feedback?"* The question is consisted of 5 statements which occurred in both part 2 and 3. In part 2, there was only one statement which connected to this aspect, meanwhile in part 3 there are 4 statements. In part 2, the statement related to the students' opinion in giving mark to the errors in order to help their peer to notice the errors. Besides, in part 3, the statements related to kind of strategy which most frequently they used also the focused of written feedback. Following are the detail information about the result and percentage from the questionnaire:

Part 2

Table 4.5.: Table of the detail answer for each statement in aspect 3

Aspect	Statements	Answers									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
Strategies in delivering written feedback	No. 12 Part 2	56	51.85%	39	36.11%	11	10.18%	2	1.85%	0	0%

Statement number 19: *"Pemberian tanda (dilingkari, diberi panah, digaris bawahi, dll.) pada setiap kesalahan membantu untuk menunjukkan letak kesalahan."*

Chart 4.11.: The percentage of statement number 12 in part 2
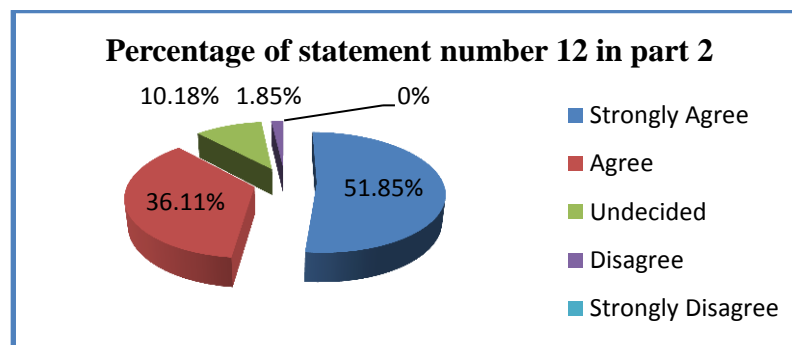
Based on the percentage of statement number 12, it can be seen that 51.85% of the respondents strongly agreed that through giving a mark in the errors, it will help their peer to notice about their error. As in line with the questionnaire result, the interview result also found that all of the interviewee

agreed about giving the mark in the errors and all of them did it. However, they have different reason for marking their peer's error. Following the statement from the interviewee:

> "*Penting kak, soalnya kalo engga ntar pas kita balikin ke orangnya, dia gak terima salahnya apa, nanti pas ditanya ke kita, eeh.. kitanya juga lupa kan gak enak. Udah nyalahin punya orang tapi lupa salahnya apa.*" (Interviewee 3)
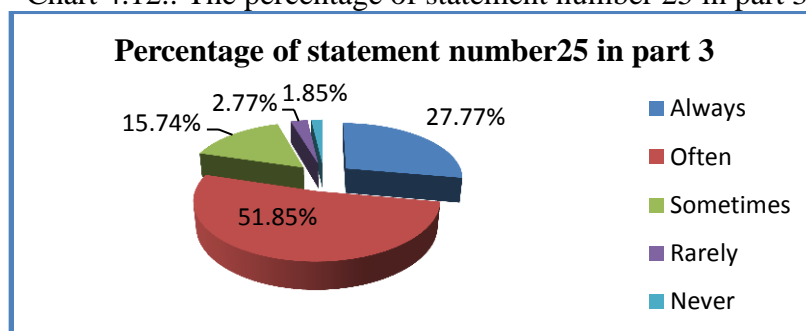
Part 3

Table 4.6.: Table of the detail answer for each statement in aspect 3

| Aspect	Statements	Answers									
		Always		**Often**		**Sometimes**		**Rarely**		**Never**	
Strategies in delivering written feedback	No. 25 Part 3	30	27.77%	56	51.85%	17	15.74%	3	2.77%	2	1.85%
	No. 26 Part 3	25	23.14%	47	43.51%	30	27.77	4	3.70%	2	1.85%
	No. 27 Part 3	15	13.88%	32	29.62%	39	36.11%	19	17.59%	3	2.77%
	No. 28 Part 3	11	10.18%	31	28.70%	39	36.11%	22	20.37%	5	4.62%

Statement number 25: *"Umpan balik tertulis diberikan dengan cara mencoret bagian yang salah dan dilengkapi dengan jawaban yang benar."*

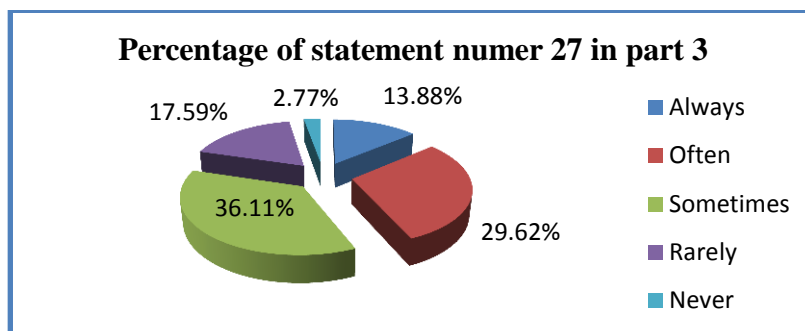Chart 4.12.: The percentage of statement number 25 in part 3

Percentage of statement number25 in part 3

- Always 27.77%
- Often 51.85%
- Sometimes 15.74%
- Rarely 2.77%
- Never 1.85%

Statement number 26: *"Umpan balik tertulis dari teman sebaya diberikan dengan cara menggaris bawahi bagian yang salah dan disertai dengan catatan pada tepi kertas."*

Chart 4.13.: The percentage of statement number 26 in part 3

Percentage of statement number 26 in part 3

3.70%   1.85%   23.14%
27.77%
43.51%

- Always
- Often
- Sometimes
- Rarely
- Never
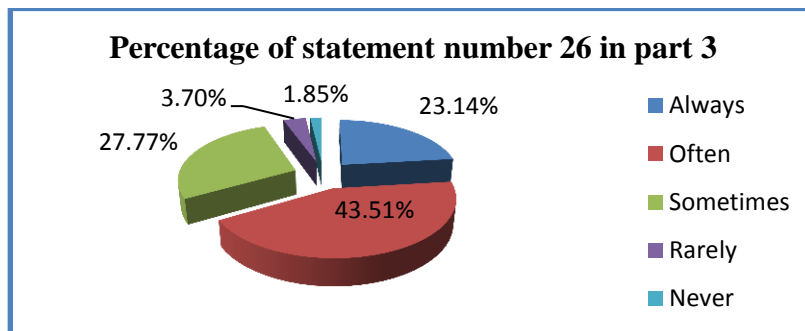
Statement number 27: *"Umpan balik tertulis dari teman sebaya diberikan dengan cara menuliskan penunjuk linguistik atau "linguistics clue"pada bagian yang salah."*

Chart 4.14.: The percentage of statement number 27 in part 3

Percentage of statement numer 27 in part 3

17.59%   2.77%   13.88%
36.11%
29.62%

- Always
- Often
- Sometimes
- Rarely
- Never

Statement number 28: *"Umpan balik tertulis dari teman sebaya diberikan dengan cara pembentukan ulang kalimat atau teks."*

Chart 4.15.: The percentage of statement number 28 in part 3
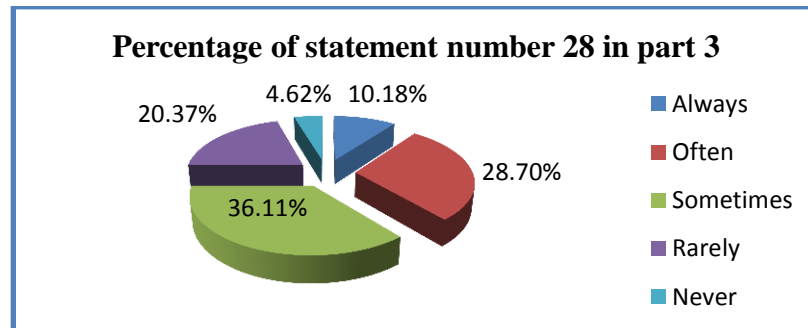
Statement number 25, 26, 27 and 28 are related to each other. Those statements aimed to seek which strategies that used by the students. Most of the students often gave the complete written feedback and noticing the error which was in line with statement number 25 and 26. Here is the statement:

> *"Ditandain salahnya terus dikasih tau yang benernya apa. Kalo dikit mah diatas atau dibawah yang salah, Cuma kalo banyak..dibagian paling bawah kertas atau dibelakangnya."* (Interviewee8)

However, during the interview, there was a reponse from one of the interviewee related to statement number 28 about reforming the sentence or text, as the follow:

> *"Biasanya sih ditandain yang salah apa terus kita bikin ulang lagi yang bener apa, gitu… Eeeeh.. kata katanyaaaaa. Hahaha. Jadi, Cuma diganti yang salahnya aja."* (Interviewee 7)

In contrast, none of the response from interviewee was in line with statement number 27. There was no interviewee who stated that they gave written feedback to their peers by using linguistics clue.

4.3.4. Students' Perception on the Content of Written Feedback Given by Their Peers

The result of this aspect has aimed to answer the last subsidiary research question *"What is the ED students' perception on the content of written feedback given by their peers, while the teacher implementing peer written feedback?"* The question is consisted of 20 statements which occurred in both part 2 and 3. In part 2, there are 4 statements which connected to this section, and in part 3 there are 16 statements. In part 2, the statements related to the students' perception about the content of the peer written feedback both when giving and receiving. Besides, in part 3, the statements related to what are the specific aspects as the content of the peer written feedback both when giving and receiving. Following are the detail information about the result and percentage from the questionnaire:
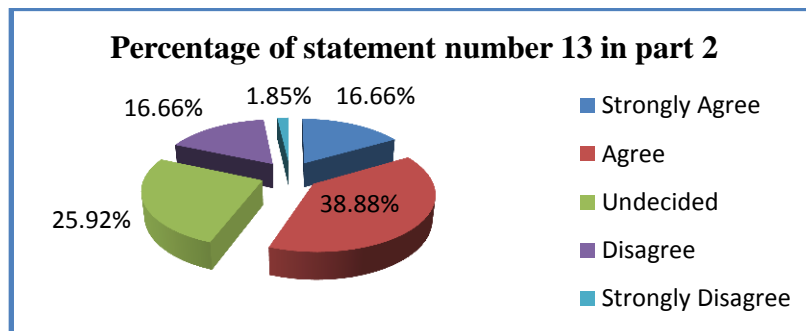
Part 2

Table 4.7.: Table of the detail answer for each statement in aspect 4

| Aspect	Statements	Answers									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
Content of Peer Written Feedback	No. 13 Part 2	18	16.66%	42	38.88%	28	25.92%	18	16.66%	2	1.85%
	No. 14 Part 2	13	12.03%	69	63.88%	20	18.51%	6	5.55%	0	0%
	No. 15 Part 2	11	10.18%	46	42.59%	43	39.81%	8	7.40%	0	0%
	No. 16 Part 2	22	20.37%	53	49.07%	28	25.92%	4	3.70%	1	0.92%

Statement number 13: "*Area dari umpan balik tertulis dari dan untuk teman sebaya tidak hanya terpusatkan pada area "grammar"namun juga pada "content and organization of the task"."*

Chart 4.16.: The percentage of statement number 13 in part 2
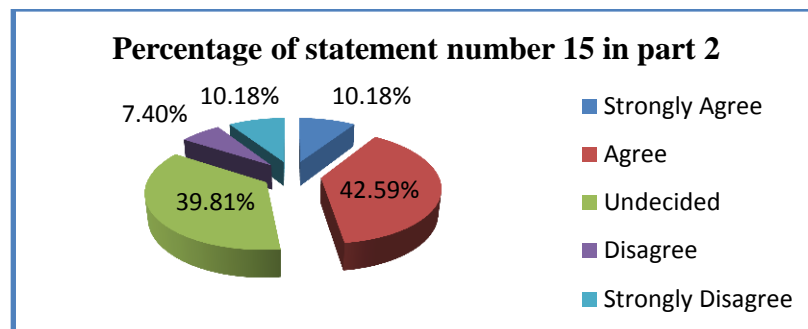

Statement number 14: "*Umpan balik tertulis dari teman sebaya dapat digunakan sebagai cara lain untuk menyelesaikan tugas.*"
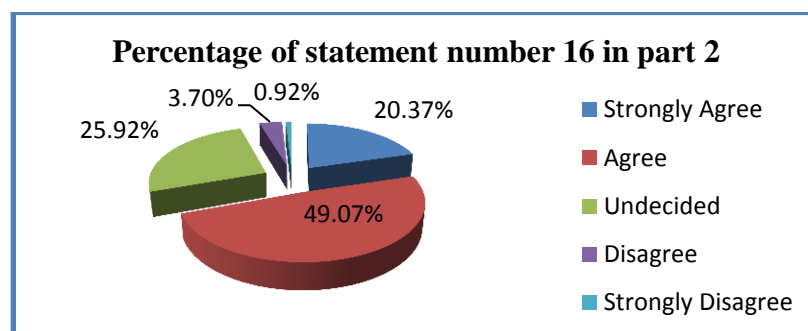
Chart 4.17.: The percentage of statement number 14 in part 2
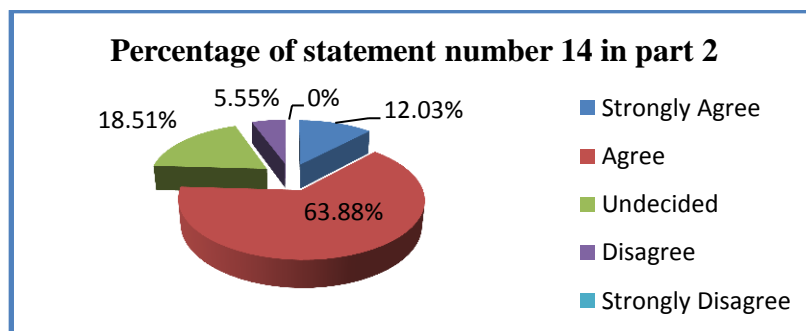
Statement number 15: "*Umpan balik tertulis dari teman sebaya masih pada area yangdangkal dan samar serta masih umum.*"

Chart 4.18.: The percentage of statement number 15 in part 2

Percentage of statement number 15 in part 2

10.18%   10.18%   Strongly Agree
7.40%
39.81%   42.59%   Agree
Undecided
Disagree
Strongly Disagree

Statement number 16: "*Walaupun diberikan dalam bentuk tertulis, pengimplementasian "peer written feedback" pada mata kuliah "skills subjects" juga digunakan untuk keterampilan mendengar, berbicara dan membaca.*"

Chart 4.19.: The percentage of statement number 16 in part 2

Percentage of statement number 16 in part 2

3.70% 0.92%
25.92%   20.37%   Strongly Agree
49.07%   Agree
Undecided
Disagree
Strongly Disagree

From the result above, 38.88% of the respondents agreed that the peer written feedback which they got and received was not only in grammar area but also in the content and organization of the task. Moreover, in the interview result, more than half of the interviewee proofed the result of statement number 13, as the follow:

> "*Hmm.. kalo nemima mah Spelling, pernah, vocab pernah, diction pernah, grammar pernah, hmm… apa lagi ya? Coherence sama cohesion juga pernah.*" (Interviewee 3)

In addition, 63.88% of the respondents agreed that they used peer written feedback they got as the alternative ways. It was in accordance with the interview result where all of the interviewee declared that they will use the peer written feedback they got. Even though some of the interviewee said that they check the written feedback first. Here is the statement:

> *"Mungkin kalo feedback nya sih aku baca ulang gitu. Kalo misalnya yang punya aku aslinya lebih bener, ya engga aku pake sih, kalo feedback yang dikasih lebih bener, ya pake."* (Interviewee 5)

However, some of them stated that they might use the peer written feedback directly if they were in hurry or got stuck to think, as the follow:

> *"Hmm…. Gak tau sih kak kalo langsung. Mungkin iya, kalo aku lagi mentok banget. Hehe… Bukan gitu. Cuma kalo lagi gak mentok ya dibaca lagi.. jadi dipelajarin lagi…"* (Interviewee 2)

Also, 42.59% percent of the respondent agreed that the peer written feedback they got was vague and contained ambiguity. Though, during the interview, 72.72% of the respondents approved that the peer written feedback they got were not vague and did not contain the ambiguity. Here is the statement from one of the interviewee:

> *"Hmm… sometimes ngerti. Ada yang ngerti ada yang engga. Bermanfaat sih iya. Tapi, kadang-kadang juga engga. Hahaha. Kalo buat ambigu, terus umum gitu sih kayaknya engga."* (Interviewee 7)

Yet, 27.27% of them did not sure with their answer. Since in their opinion, their friends and them are in study time, as the follow:

> *"Gimana ya… ya gak detail tapi gak general juga sih kak. Soalnya kalo detil itu kan sampe bagian yang terkecil gitu ya, nah ini engga. Jadi, kayak .. misalnya engga dikasih tau kalo ini salahnya kenapa, Cuma*

ditandain terus dikasih tau jawabannya. Kalo dibilang general juga engga, soalnya dia ngasih feedback di setiap kesalahan." (Interviewee 6)

Besides, 49.07% percent of the respondents claimed that the content of peer written feedback they got was not only for writing skills but also for the other language skills (speaking, reading and listening). This statement was proofed in the interview session. 45.45% of the interviewee claimed that they have got peer written feedback for speaking skill in *English for Business Communication* and *English for Interpersonal Communication*. Here it is the statement:

"Kalo "feedback" sih hampir semuanya dapet feedback, Cuma kalo yang dalam bentuk written sih English in Social Discourse, English for Academic Communication, English in Business Discourse sama Grammar for Business Communication. Iya, di matakuliah business communication. Jadi kita disuruh presentasi kayak EO-EO gitu deh kak. Nah itu berkelompok kan. Pas ada kelompok yang maju buat presentasi, kelompok yang lain dikasih kertas kosong gitu, buat ngasih masukannya ke kelompok yang maju." (Interviewee 2 – *English for Business Communication*)

"Hmm.. pernah sih kayaknya. Waktu English for Interpersonal Communication. Buat writing, jadi kita di minta buat cari artikel gitu terus di presentasiin. Tapi nanti kita tulis ulang dulu pake bahasa kita sendiri nah nanti ditambahin sama opini kita ke artikel itu." (Interviewee 9 – *English for Interpersonal Communication*)
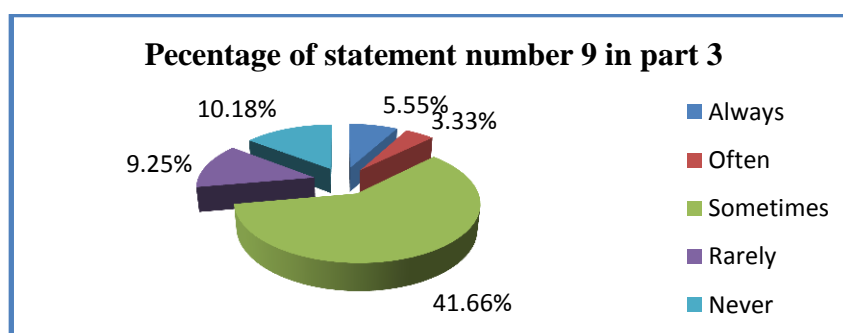
Part 3

Table 4.8.: Table of the detail answer for each statement in aspect 4

Aspect	Statements	Answers									
		Always		**Often**		**Sometimes**		**Rarely**		**Never**	
Content of peer written feedback and	No. 9 Part 3	6	5.55%	36	33.33%	45	41.66%	10	9.25%	11	10.18%
	No. 10 Part 3	25	23.14%	64	59.25%	15	13.88%	3	2.77%	1	0.92%
	No. 11 Part 3	16%	14.81%	57	52.77%	27	25.00%	6	5.55%	2	1.85%

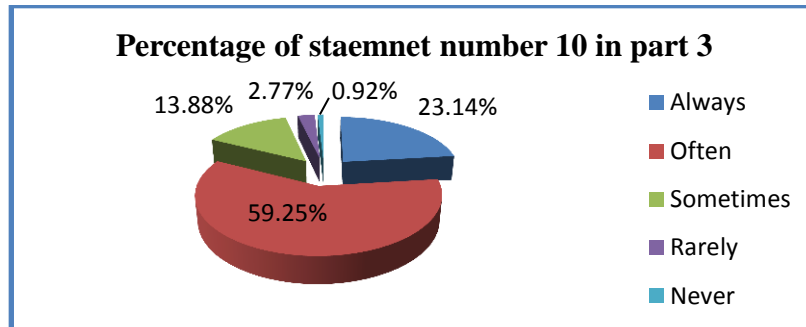|										
No. 12 Part 3	10	9.25%	55	50.92%	31	28.70%	9	8.33%	3	2.77%
No. 13 Part 3	16	14.81%	50	46.29%	25	23.14%	12	11.11%	5	4.62%
No. 14 Part 3	11	10.18%	46	42.59%	29	26.85%	16	14.81%	6	5.55%
No. 15 Part 3	10	9.25%	43	39.81%	35	32.40%	11	10.18%	9	8.33%
No. 16 Part 3	18	16.66%	46	42.59%	39	36.11%	5	4.62%	0	0%
No. 17 Part 3	19	17.59%	41	37.96%	33	30.55%	15	13.88%	0	0%
No. 18 Part 3	22	20.37	33	30.55%	37	34.25%	13	12.03%	3	2.77%
No. 19 Part 3	19	17.59%	41	37.96%	33	30.55%	15	13.88%	0	0%
No. 20 Part 3	22	20.37	33	30.55%	37	34.25%	13	12.03%	3	2.77%
No. 21 Part 3	24	22.22%	39	36.11%	37	34.25%	6	5.55%	2	1.85%
No. 22 Part 3	8	7.40%	27	25.00%	37	34.25%	26	24.07%	10	9.25%
No. 23 Part 3	11	10.18%	34	31.48%	36	33.33%	20	18.51%	7	6.48%
No. 24 Part 3	16	14.81%	41	37.96%	37	34.25%	10	9.25%	4	3.70%

Statement number 9: "*Area dari pemberian umpan balik tertulis dari teman sebaya adalah "article".*"

Chart 4.20.: The percentage of statement number 9 in part 3

Pecentage of statement number 9 in part 3

10.18% 5.55% 3.33%
9.25%
41.66%

- Always
- Often
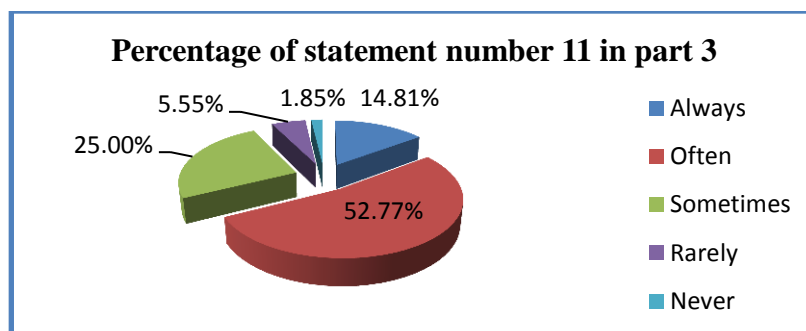- Sometimes
- Rarely
- Never

Statement number 10: "*Area dari pemberian umpan balik tertulis dari teman sebaya adalah "lexical items"."*

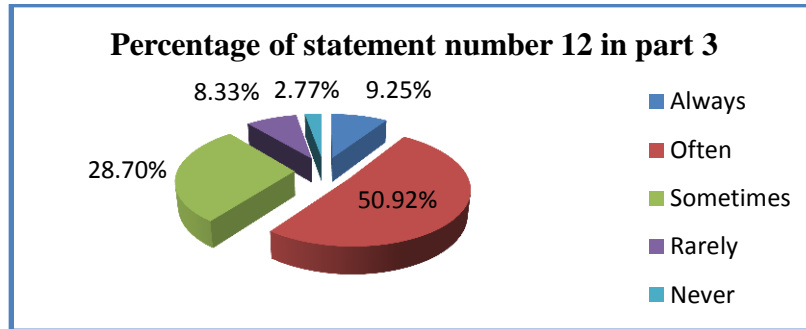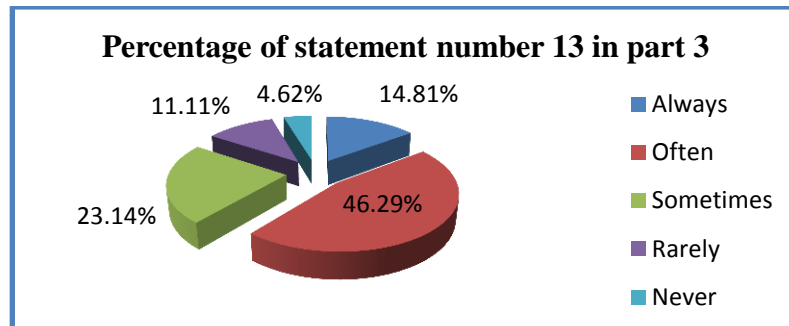Chart 4.21.: The percentage of statement number 10 in part 3

Percentage of staemnet number 10 in part 3

13.88% 2.77% 0.92% 23.14%

59.25%

- Always
- Often
- Sometimes
- Rarely
- Never

Statement number 11: "*Area dari pemberian umpan balik tertulis dari teman sebaya adalah "relative pronouns"."*

Chart 4.22.: The percentage of statement number 11 in part 3

Percentage of statement number 11 in part 3

5.55% 1.85% 14.81%

25.00%

52.77%

- Always
- Often
- Sometimes
- Rarely
- Never

Statement number 12: "*Area dari pemberian umpan balik tertulis dari teman sebaya adalah "conjunctions"."*

Chart 4.23.: The percentage of statement number 12 in part 3

Percentage of statement number 12 in part 3

8.33%   2.77%   9.25%

28.70%

50.92%

- Always
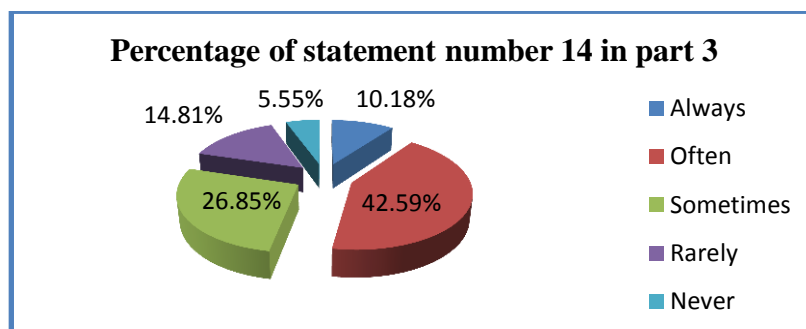- Often
- Sometimes
- Rarely
- Never

Statement number 13: *"Area dari pemberian umpan balik tertulis dari teman sebaya adalah "possessive"."*

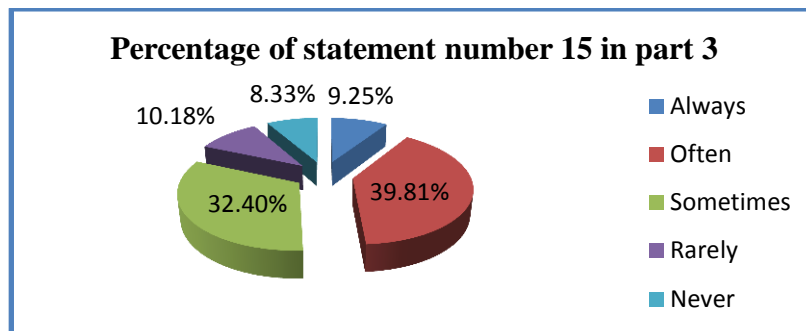Chart 4.24.: The percentage of statement number 13 in part 3

Percentage of statement number 13 in part 3

11.11%   4.62%   14.81%

23.14%

46.29%

- Always
- Often
- Sometimes
- Rarely
- Never

Statement number 14: *"Area dari pemberian umpan balik tertulis dari teman sebaya adalah "preposition"."*

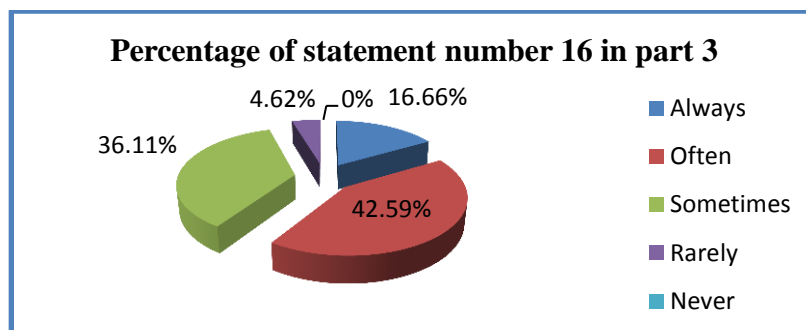Chart 4.25.: The percentage of statement number 14 in part 3

Percentage of statement number 14 in part 3

14.81%   5.55%   10.18%

26.85%

42.59%

- Always
- Often
- Sometimes
- Rarely
- Never

Statement number 15: "*Area dari pemberian umpan balik tertulis dari teman sebaya adalah "singular-plural"."*

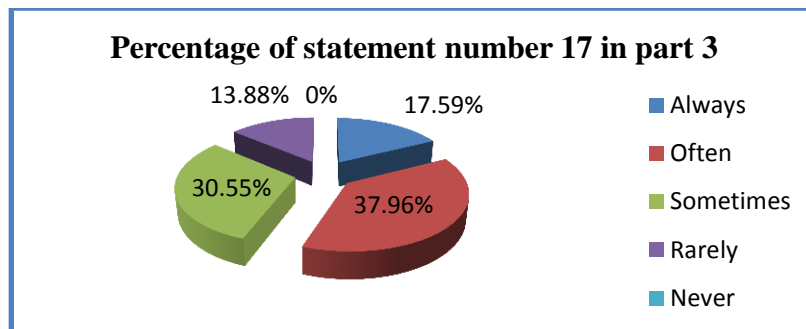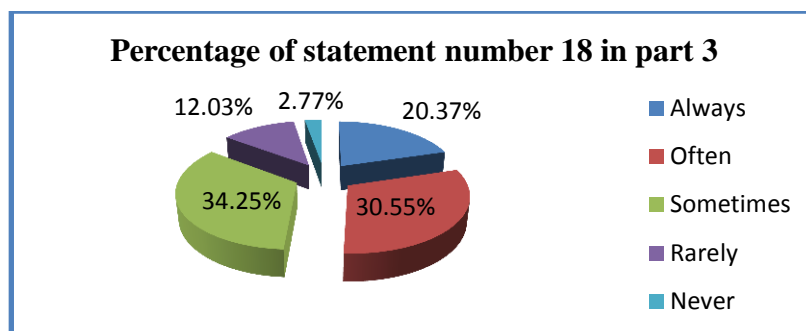Chart 4.26.: The percentage of statement number 15 in part 3

Percentage of statement number 15 in part 3

8.33% 9.25%
10.18%
32.40% 39.81%

- Always
- Often
- Sometimes
- Rarely
- Never

Statement number 16: "*Area dari pemberian umpan balik tertulis dari teman sebaya adalah "subject-verb agreement"."*

Chart 4.27.: The percentage of statement number 16 in part 3

Percentage of statement number 16 in part 3

4.62% 0% 16.66%
36.11%
42.59%

- Always
- Often
- Sometimes
- Rarely
- Never

Statement number 17: "*Area dari pemberian umpan balik tertulis dari teman sebaya adalah "verb tense"."*

Chart 4.28.: The percentage of statement number 17 in part 3

Percentage of statement number 17 in part 3

13.88% 0%   17.59%

30.55%   37.96%

- Always
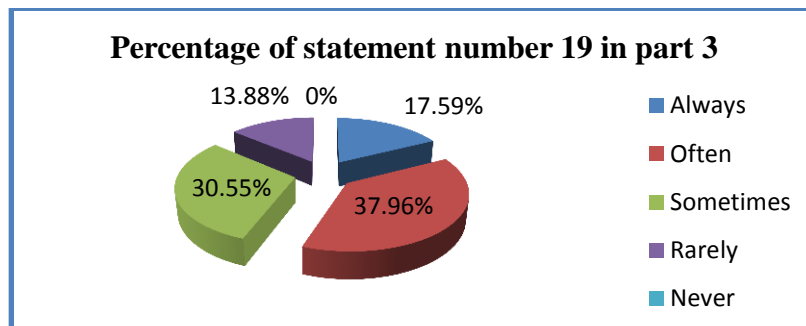- Often
- Sometimes
- Rarely
- Never

Statement number 18: "*Area dari pemberian umpan balik tertulis dari teman sebaya adalah "word form"."*

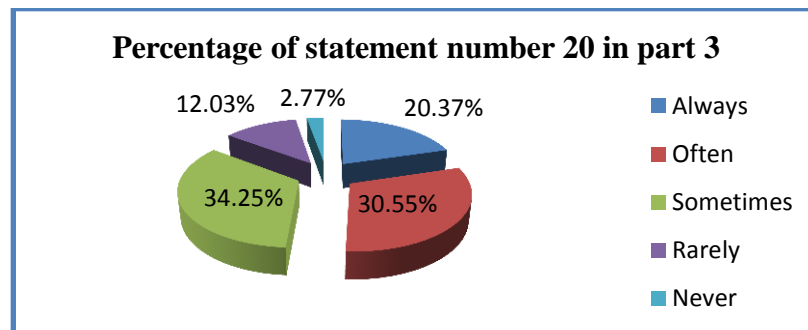Chart 4.29.: The percentage of statement number 18 in part 3

Percentage of statement number 18 in part 3

12.03% 2.77%   20.37%

34.25%   30.55%

- Always
- Often
- Sometimes
- Rarely
- Never

Statement number 19: "*Area dari pemberian umpan balik tertulis dari teman sebaya adalah "the content of the writing"."*

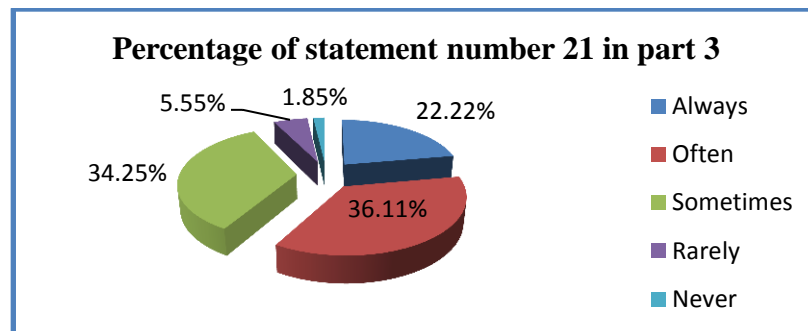Chart 4.30.: The percentage of statement number 19 in part 3

Percentage of statement number 19 in part 3

13.88% 0%   17.59%

30.55%   37.96%

- Always
- Often
- Sometimes
- Rarely
- Never

Statement number 20: *"Area dari pemberian umpan balik tertulis dari teman sebaya adalah "the organization of the writing"."*

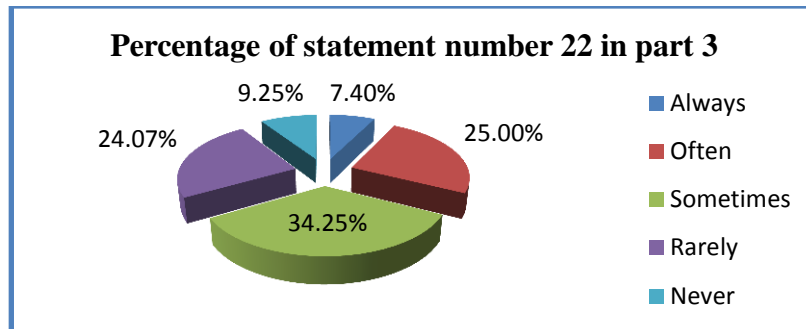Chart 4.31.: The percentage of statement number 20 in part 3

Percentage of statement number 20 in part 3

12.03%	2.77%	20.37%
34.25%	30.55%

- ■ Always
- ■ Often
- ■ Sometimes
- ■ Rarely
- ■ Never

Statement number 21: *"Umpan balik tertulis dari teman sebaya diimplementasi untuk keterampilan menulis."*

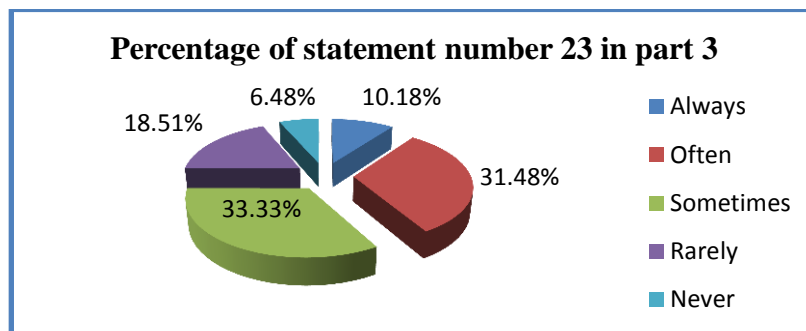Chart 4.32.: The percentage of statement number 21 in part 3

Percentage of statement number 21 in part 3

5.55%	1.85%	22.22%
34.25%	36.11%

- ■ Always
- ■ Often
- ■ Sometimes
- ■ Rarely
- ■ Never

Statement number 22: *"Umpan balik tertulis dari teman sebaya diimplementasi untuk keterampilan mendengar."*

Chart 4.33.: The percentage of statement number 22 in part 3

Percentage of statement number 22 in part 3

9.25% 7.40%
24.07% 25.00%
34.25%

- Always
- Often
- Sometimes
- Rarely
- Never

Statement number 23: "*Umpan balik tertulis dari teman sebaya diimplementasi untuk keterampilan berbicara.*"

Chart 4.34.: The percentage of statement number 23 in part 3

Percentage of statement number 23 in part 3

6.48% 10.18%
18.51%
33.33% 31.48%

- Always
- Often
- Sometimes
- Rarely
- Never

Statement number 24: "*Umpan balik tertulis dari teman sebaya diimplementasi untuk keterampilan membaca.*"

Chart 4.35.: The percentage of statement number 24 in part 3

Percentage of statement number 24 in part 3

9.25% 3.70% 14.81%
34.25% 37.96%

- Always
- Often
- Sometimes
- Rarely
- Never
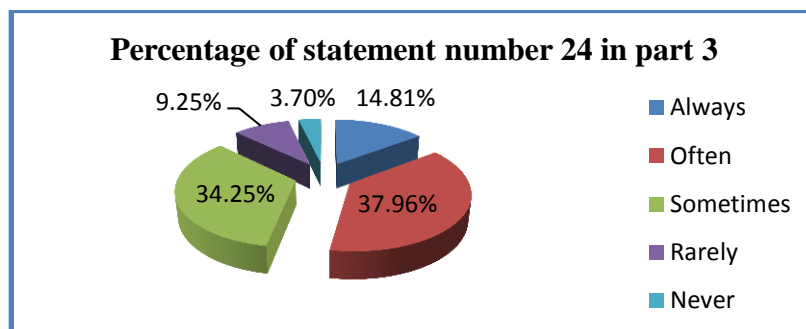
From the result above, it can be concluded that the content of peer written feedback was include in grammar, content and organization of the writing. Also, peer written feedback was implemented for all of the language skills; writing, speaking, reading, and listening. The questionnaire result was in line with the result from interview which found out the same thing.

4.3.5. Teacher's Role and Its' Effect

The result of this aspect is one of the supporting aspects to answer the research question. The section is consisted of 4 statements which occurred in part 2. Those 4 statements related to the students' perception about the teacher's role when implementing peer written feedback and its effect for the students. During the interview, the interviewees were only asked about the teacher's role and its effect for the students in general. It aimed to get the diverse perception from the interviewees. Following are the detail information about the result and percentage from the questionnaire:
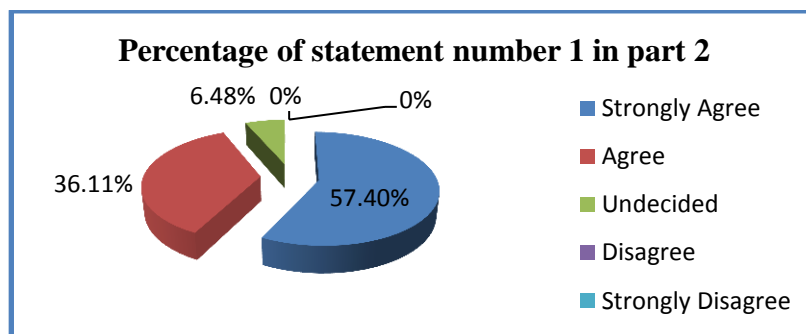
Part 2

Table 4.9.: Table of the detail answer for each statement in aspect 5

Aspect	Statements	Answers									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
implementing peer written feedback	No. 1 Part 2	62	57.40%	39	36.11%	7	6.48%	0	0%	0	0%
	No. 2 Part 2	15	13.88%	50	46.29%	33	30.55%	8	7.40%	2	1.85%

|										
No. 3 Part 2	27	25.00%	59	54.62%	18	16.66%	3	2.77%	1	0.92%
No. 4 Part 2	12	11.11%	40	37.03%	38	35.18%	13	12.03%	5	4.62%

Statement number 1: "*Sebelum meminta siswa untuk melakukan "peer written feedback", siswa membutuhkan instruksi dari guru."*

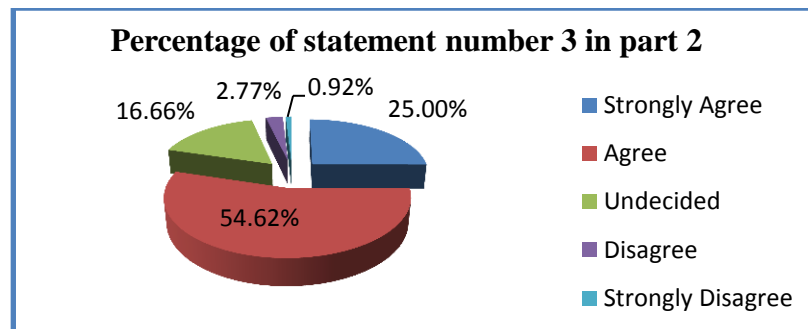Chart 4.36.: The percentage of statement number 1 in part 2

Statement number 2: "*Ketika melakukan "peer written feedback", peran guru sebagai pemberi umpan balik untuk pekerjaan siswa telah bergeser digantikan oleh teman sebaya."*

Chart 4.37.: The percentage of statement number 2 in part 2
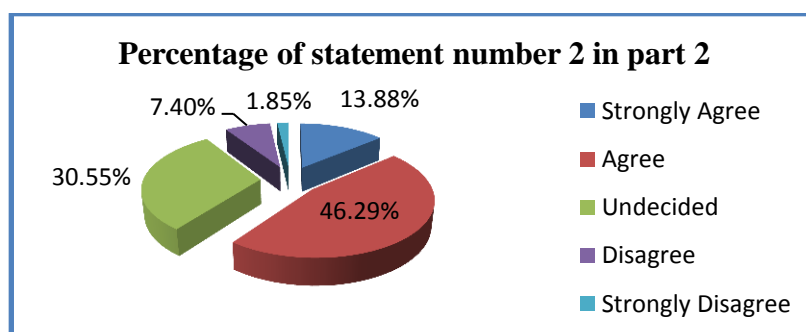
Statement number 3: "*Kontrol dari guru pada saat pengimplementasian "peer written feedback" diperlukan."*

Chart 4.38.: The percentage of statement number 3 in part 2

Percentage of statement number 3 in part 2

Statement number 4: "*Guru memberikan batasan pada area pemberian umpan balik tertulis.*"

Chart 4.39.: The percentage of statement number 4 in part 2

Percentage of statement number 4 in part 2
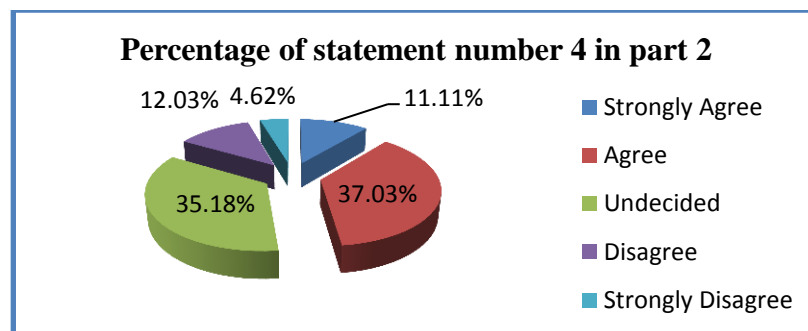
From the questionnaire result above can be concluded that the students agreed that teacher's role is still needed by the students while implementing peer written feedback. During the interview, all of the interviewee described their perception about the teacher's role while implementing peer written feedback. They have diverse perception, as the follow:

> "*Haha… iya sih kak bakalan terpaku gitu. Hmm, gini kali ya kak, paling engga dosennya ini memastikan kalo misalnya si para mahasiswanya ini tetep memberikan komentar. Soalnya kan kadang-kadang ada yang gini, ah males ah kalo ngasih komen gitu. Jadi, ya paling engga dosennya ini mengawasi sih kak. Butuh banget teacher's instruction, soalnya Misalnya kita disuruh nulis "feedback" gitu. Terus apa yang mau ditulis apa? Gak*

ada indikatornya, nanti yang ada malah ngasih "feedback" nya kemana mana gitu." (Interviewee 2)

4.3.6. The Advantages and Disadvantages While Implementing Peer Written Feedback

The result of this aspect is one of the supporting aspects to answer the research question. The section is consisted of 7 statements which occurred in part 2. Those 7 statements related to the students' perception about the advantages and disadvantages while implementing peer written feedback. During the interview, the interviewees were only asked about the advantages and disadvantages in general. It aimed to get the diverse perception from the interviewees. Following are the detail information about the result and percentage from the questionnaire:
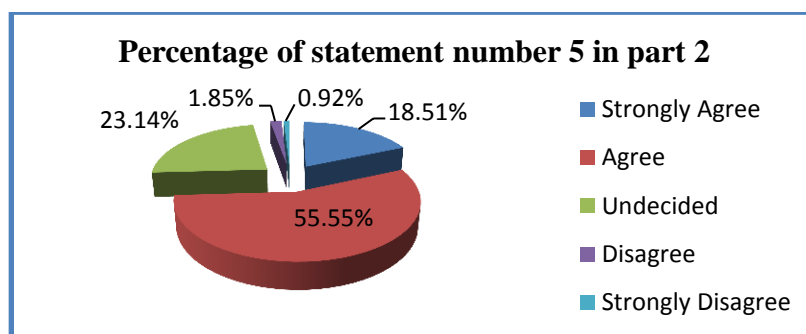
Part 2

Table 4.10.: Table of the detail answer for each statement in aspect 6

Aspect	Statements	Answers									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
The advantages and disadvantages	No. 5 Part 2	20	18.51%	60	55.55%	25	23.14%	2	1.85%	1	0.92%
	No. 6 Part 2	26	24.07%	66	61.11%	12	11.11%	4	3.70%	0	0%
	No. 7 Part 2	33	30.55%	59	54.62%	11	10.18%	5	4.62%	0	0%
	No. 8 Part 2	20	18.51%	59	54.62%	26	24.07%	3	2.77%	0	0%
	No. 9 Part 2	15	13.88%	54	50.00%	34	31.48%	4	3.70%	1	0.92%

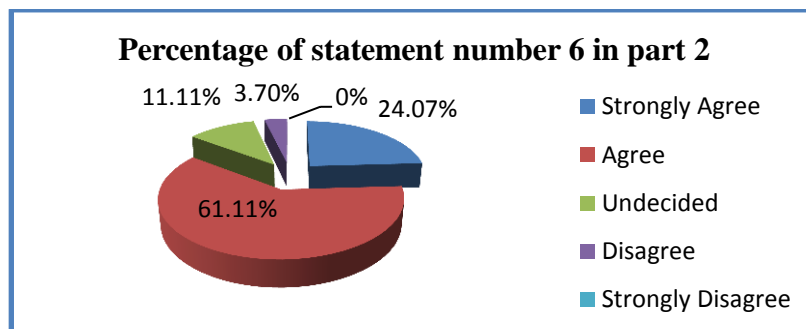|										
	No. 10 Part 2	7	6.48%	33	30.55%	51	47.22%	14	12.96%	3	2.77%
	No. 11 Part 2	7	6.48%	44	40.74%	35	32.40%	21	19.44%	1	0.92%

Statement number 5: "*Siswa menjadi pembelajar yang mandiri.*"

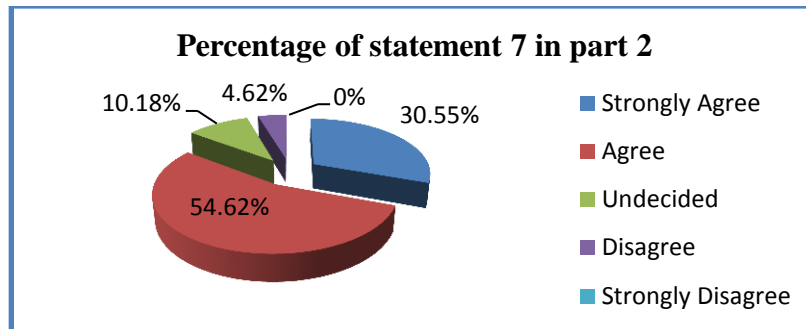Chart 4.40.: The percentage of statement number 5 in part 2

Statement number 6: "*Siswa menjadi terbiasa untuk bekerja sama.*"

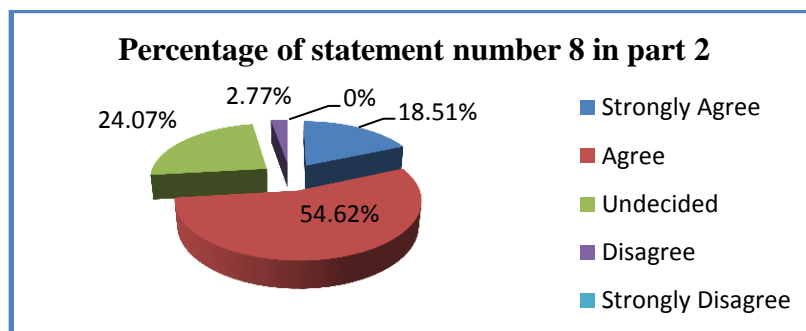Chart 4.41.: The percentage of statement number 6 in part 2

Statement number 7: "*Siswa menjadi lebih sadar terhadap pembaca/pendengar/penonton dari tugasnya.*"

Chart 4.42.: The percentage of statement number 7 in part 2
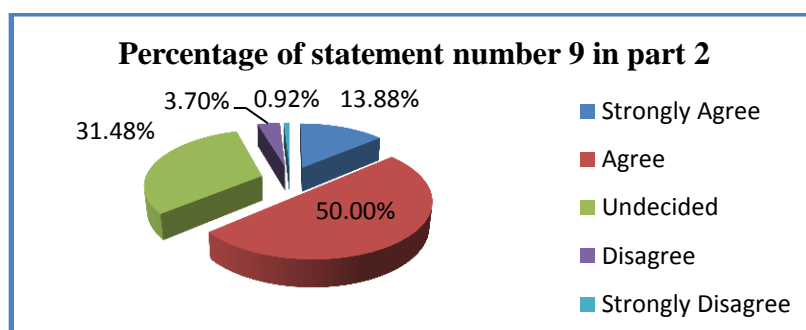

Statement number 8: "*Siswa menjadi lebih menghargai arti dari pertemanan.*"

Chart 4.43.: The percentage of statement number 8 in part 2
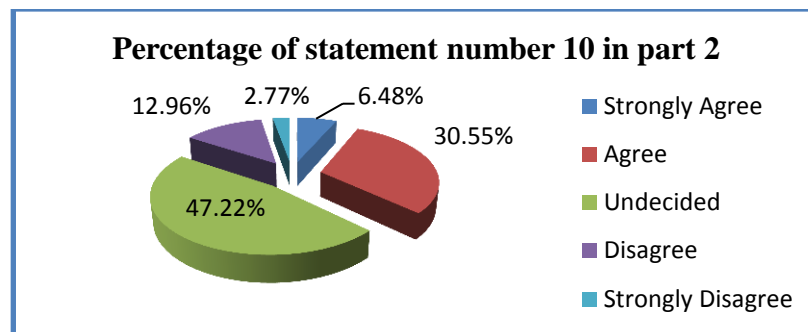

Statement number 9: "*Siswa menjadi pusat dari process pembelajaran dan pengajaran.*"

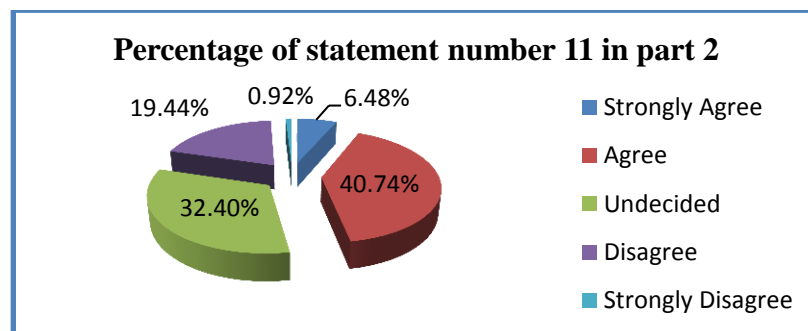Chart 4.44.: The percentage of statement number 9 in part 2

Statement number 10: "*Siswa memiliki kemampuan dan pengetahuan yang terbatas terkait dengan bahasa target.*"

Chart 4.45.: The percentage of statement number 10 in part 2

Percentage of statement number 10 in part 2

12.96%   2.77%   6.48%
30.55%
47.22%

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

Statement number 11: "*Siswa mempunyai masalah terkait mental ketika memberi dan menerima umpan balik tertulis dari teman sebaya.***"**

Chart 4.46.: The percentage of statement number 11 in part 2

Percentage of statement number 11 in part 2

19.44%   0.92%   6.48%
32.40%   40.74%

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

From the questionnaire result above can be concluded that the students agreed about both advantages and disadvantages in implementing peer written feedback. In addition, during the interview, all of the interviewee described their perception about the advantages and disadvantages while implementing peer written feedback. They have various perceptions, as the follow:

> *"Sebenernya sih kalo manfaat banyak, apalagi kalo lagi implementasi sendiri gitu. Yang minta bantuan sama temen. Jadi ngebantu pas belajar sih. Terus karena itu kan gak ada dosennya, jadi kalo ada temen yang nanya ke aku juga seneng gitu soalnya berasa dianggap ada kehadiran di kelasnya. Kalo kekurangannya gimana ya.. ya karena masih belajar, kadang kadang suka bingung yang lebih bener itu yang mana."*
> (Interviewee 4)

"Kalo kelebihannya… hmm.. kan saya dari pendidikan… jadi ini kayak semacem belajar buat ngoreksi gitu sih sebelum nanti ngoreksi kerjaan anak murid. Nah kalo kekurangannya…apa ya… paling karena kita masih sama sama belajar aja." (Interviewee 9)

4.4. Discussion

As has been presented on findings, results in both questionnaire and interview show that respondents had positive perception towards the implementation of peer written feedback. It can be seen from the elaboration result of questionnaire and interview. Below are the detail answers of the research question by answering the subsidiary research questions. The answer from subsidiary research questions lead to answer the research question.

The answer the first subsidiary research question; "What is the ED students' perception as a receiver, while the teacher implementing peer written feedback?" is positive. The positive response came from the students' perception about their feeling when receiving peer written feedback, the content which was provided and the strategy used to deliver the written feedback. Based on the questionnaire and interview result most of students is fine and even grateful when receiving written feedback from their peers. In contrast, Sultana (2009, p.12) stated that in some cases, students feel inferior after getting corrected by their peers and prefer to be corrected by the teacher. In addition, students also claimed that the content of written feedback received include in grammar, content and organization of the writing. This study result was in line with Miao, Badger & Zhen (2006) and Anderson (2010). They also declared that not only detail in giving written feedback, their peer was also detail in delivering written feedback.

Since the written feedback given was completed with the marking errors and the correct answer for each error. According to Anderson (2010, p.25), this direct way of delivering written feedback aimed to notice the lexical items, syntax, word choice or style by crossing out the errors and provided with the correct ones. Students appreciate their peer for giving mark to the error so that they are able to notice where the error is. Moreover, they used the peer written feedback in the revision or in the next task after rechecking the written feedback. Furthemore, some of them said that they used written feedback from their peers directly when they are in hurry or get stuck to think.

The answer the second subsidiary research question "What is the ED students' perception as a sender, while the teacher implementing peer written feedback?" is positive. It is derived from the students' perception about their feeling when giving peer written feedback, the content which was given and the strategy used to deliver the written feedback. Based on the questionnaire and interview result which is in accordance with Sultana (2009) found out that the students are hesitant to give written feedback to their peers since they are in the same level and still have imperfections in their works. However, students tried to give the complete detail written feedback in grammar and content areas including the ideas and organization of the writing. In addition, they also give the mark to the error in their peer's work in order to locate the error so their peer can identify where they made the errors.

The answer the third subsidiary research question "What is the ED students' perception on the strategies of delivering peer written feedback?" is

positive. The positive perception arose since all of the students in this study used the direct ways to deliver written feedback. It was in line with Anderson (2010, p.24). To support their answer, students stated that they are indicating the errors by circling or underlining the errors and writing the correction in above or below the errors. Most of them agreed that indicating the errors is helpful and useful for noticing the errors.

The last but not least, the answer the fourth subsidiary research question "What is the ED students' perception on the content of written feedback given by their peers, while the teacher implementing peer written feedback?" is positive. The positive perception came from the students' response about the content of the written feedback was in line with Miao, Badger & Zhen (2006) and Anderson (2010) who indicated that the written feedback contains in grammar, content and the organization of the writing. Yet, it is still in surface area and contains the vagueness and ambiguity. In fact, in subject skill at English Department, the implementation of peer written feedback was not only used for writing skills but also for speaking and reading skills. In speaking skills, the content which was given the written feedback was the students' performance to persuade the audiences. It includes the intonation, loudness, the persuasive side, etc. In contrast, reading skills was only as the input in the students' writing to analyze the short story. It indicates that the lecturers who implement peer written feedback in skill subject did not give the limitation in feedback area so that the students allow giving written feedback in various areas.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion and suggestion of this study, students' perception towards the implementation of peer written feedback in skills subject at English Department.

5.1. Conclusion

Based on the findings and discussion, it can be concluded that the respondents of this study gave their positive perception toward the implementation of peer written feedback. Based on the questionnaire result, 96.29% of the respondents agreed if their lecturer implemented peer written feedback in the skills subject classes.

The positive judgement from the respondents comes not only from the students' statement agreement and the four aspects in the subsidiary research questions but also from the advantages which they got while the implementation of peer written feedback. They claimed that they have got feedback from many perspectives, easily understand why they make the errors, give the possibility to learn with peers, and being more careful when doing the task. Besides, one of the students from education study program declared that through giving peer written feedback he is learning how to give correction in one's work before giving to his students' working later. Though, students also have barriers during the implementation of peer written feedback. The barriers include the confussion to

correct the errors and what feedback which they give. From students' perception, those barriers occurred since they have limited knowledge in the target language and its' rhetorical.

To conclude, even though students got some difficulties in delivering written feedback, 73.14% of them said that they are in Intermediate level English acquisition. Since most of them have intermediate acquisition and they are adults, it helps to support the process of implementing peer written feedback. Nevertheless, students still need their teacher during the process. Teacher was needed by the students in order to give the instruction before the implementation and to control the process of giving and receiving written feedback.

5.2. Recommendation

Problem appears in implementing peer written feedback would hinder its benefits to improve students' language ability. It would be better if the students give a complete detail written feedback include the positive and negative feedback. This fact was indicated by the students' preference when receiving written feedback. They not only need the correction on their errors but also the comment on their task. It helps them to know what the good and bad side of their work. To summarize, each students has important role to succeed the process of delivering and receiving peer written feedback.

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