CHAPTER I
INTRODUCTION

This chapter revealed the background of the study, the research question, the purpose of the study, the scope of the study, and the significant of the study.

1.1 Background of the study

Peer feedback sometimes refers to peer response, peer review, or per editing, is defined as "the use of learners of information and interactions by a formally teacher, tutor, or editor on commenting and critiquing each other drafts in oral and written formats (Liu and Hansen, 2002:1). Peer feedback is a variety of give an input from one learner to another (Wakabayashi, 2013). Peer feedback is considered as an important tool for students in enhancing the process of learning. The use of peer feedback has increased the process of writing on helping students to acquire strategies "for getting started, drafting, revising, and for editing (Silva, 1990, p. 15). Peer review sessions can teach students important writing skills, such as writing to a real audience (Mangelsdorf, 1992), seeing ideas and points of view other than their own (Paulus, 1999), and discussing how to revise writing effectively (Lee, 1997).

The process of peer feedback involves at least two students, the person who provide feedback or it often called as a giver. Wakabayashi (2013) stated with the difference term that giver or reviewer is the one who tries to see a text through the

writer's eyes, does not change the writer's focus or argument, points out possible problems to readers, and makes suggestions (Mangelsdorf & Schlumberger, 1992) through negotiating with the writer to help articulate new ideas (Lockhart & Ng, 1995a, 1995b). Meanwhile the one receive a feedback who called as a receiver, the one who only receive every feedback provide by the reviewer in passive way (Wakabayashi, 2013). The task usually associates with the ability to look at the classmate's writing and then provide effective feedback, particularly on a global including the level of content and organization, or local aspect such as grammar, vocabulary, and mechanics (Gieve, 1998; Thompson, 2002).

Peer feedback is also considered as collaborative learning which allows the students to work together in order to provide an appropriate feedback (Butler, 1981; Gebhardt, 1980; O'Donnell, 1980). During the collaboration student who takes a role as a giver or receiver will engage in some interactions. The theoretical perspective on language learning which support the use of interaction during the feedback session is sociocultural theory. This theory is based on the framework of Vygotsky (de Guerrero & Villamil 1994; Donato, 1994; Villamil & De Guerro, 1996; Vygotsky, 1978, 1986, 1987). The practice of giving or receiving feedback may be best understood within the framework of sociocultural theory (e.g., Vygotsky, 1986) which theorizes that learners can only acquire information within their zone of proximal development (ZPD), as reflected in interaction during the feedback session. Further Reyna (2013) argues that the sociocultural theory considers cognitive development to be a result of social interaction

whereby an individual learns through the guidance of more experienced others i.e scaffolding (Wood, Bruner, & Ross, 1976) including their peers.

Student's orientation during feedback session would take certain stances, whether to be a feedback giver or feedback receiver. Feedback giver is participants who only give a feedback, feedback receiver is participants who only receive a feedback (Sotoudehnama & Pilehvari, 2015). We can particularly witness the beneficial effects of peer review when the students are meticulously trained to give and use feedback efficiently (Min, 2006). (Sotoudehnama& Pilehvari, 2015) presents that givers wrote the comment and suggestion from the text. They also detect the error of local aspects such as verb forms, noun, vocabulary, word order, punctuation, etc. Then the receiver had to analyse the feedback from the giver and rewrite the text.

Peer feedback studies investigated how students approach collaboration during feedback session (Lochart&Ng 1995). Pilehvari (2015) for example investigated the impact of peer review on two groups of EFL learners' writing proficiency, the ones who only provide feedback and the one who only receive it. The result shows that the giver improved more than the receiver in both aspects global and local. Baker (2009) also looked at which one is more beneficial to improving students writing during the feedback sessions, giver or receiver. The result indicated that givers made more gain than receivers during the feedback session in global aspect only.

The present study incorporate foci from Pihlaveri (2015) and Baker (2009) to see further how students approach collaboration as a giver and a receiver and how such approach influence student's writing. Recent study on feedback giving by peers ,i.e Lundstorm & Baker, 2009, has looked at the focused on reviewing peer's writing and how to use that feedback from peers. This study also examines scaffolding in peer feedback, where there must be some interactions occurred during the feedback session. In fact, the result shows that there's no such interaction occurred in the analysis. The present study is aimed to fill the gap of Lundstorm & Baker's study, inserting the student's interaction in the analysis to improve the method of analysis.

1.2 Research question

The purpose of this study is to investigate the students' orientation profile in terms of peer feedback. Referring to the background above, the researcher decided to conduct this study to find whether the students view themselves as a feedback giver or feedback receiver. Also, what aspect do they improve more during the feedback session. In relation to that this study aims at finding answers to the following research questions:

1.2.1   What are the students' orientation in feedback session?

1.2.2   Which aspect of language do the students improve more, global aspect or local aspect?

       1.2.2.a What aspect of language did students deliberate in global aspect?

       1.2.2.b What aspect of language did students deliberate in local aspect?

1.3 Purpose of the study

The purpose of this study was to investigate the students' orientation profile in terms of peer feedback, whether they view themselves as a feedback giver or feedback receiver.

1.4 Scope of the study

This study focuses on ELE-SP students' perceptions of the feedback provided by their peers throughout their classroom interactions in their English for Academic Discourse course.

1.5 Significance of the study

This study enriched the studies of peer feedback particularly and classroom interaction in general. This study would be beneficial for teachers and students. Teachers could see how the students improve themselves in order to giving or receiving feedback from their peers. Students could improve their ability in giving feedback either in global or local aspects. Also as a reference for other researcher who want to conduct study on the same field.