

CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, research questions, purpose of the study, scope of the study, and significance of the study.

1.1 Background of the Study

English learning is becoming more diverse as the world evolves. Various learning methods are developed to help students and teachers adapt to technology and academic needs. New learning methods and student and teacher roles are needed for this transformation. A significant transition is happening towards student-centered learning, which emphasizes an active engagement, collaboration, and autonomy of learners in the learning process (Kerimbayev et. al., 2023). In line with this approach, teaching methods are increasingly focused on enhancing students' ability to critically evaluate their own work, rather than depending entirely on teacher-led evaluations (Ion et. al., 2017). Feedback plays an important role in this process by helping the students understand how their learning and performance relate to their academic goals and standards (Nicol & Dick, 2006). It can be provided by teachers, peers, and the students themselves (Hattie & Timperley, 2007). In earlier periods, teachers were considered to be the main sources of knowledge, and feedback played an essential part in correcting the errors made by students (Chekol, 2020). As learning continues to shift further toward student-centered approaches, relying entirely on teacher feedback has been called into question, especially as some students feel pressured or have trouble in understanding teachers' feedback (Larasaty et. al., 2022). This shift has led to the growing use of peer feedback, which Wu & Schunn (2020) define as a process in which the students give each other suggestions and comments on their work to support improvement.

Peer feedback has grown increasingly common in second and foreign language (L2) writing classes because of its ability to help students learn and

write better (Fan & Xu, 2020). Peer feedback helps students learn, work together, and communicate better, creating a positive learning atmosphere and improving their speaking skills (Asih, 2024). Wei & Liu (2024) stated that peer feedback enhances the quality of students' academic writing and improves their writing skills, understanding of academic writing standards, self-reflection, and critical and analytical skills. Wu & Schunn (2020) conducted a study that showed peer feedback is very helpful for students' writing development, as both giving and receiving feedback improved students' writing performance. The study indicated that the revision process plays an important role in this improvement, with giving feedback contributing directly to helping students improve their writing skills. The implementation of peer feedback in the classroom also significantly improves students' speaking skills, especially in grammar, fluency, vocabulary, and makes students become more positive in the learning process (Chekol, 2020).

Despite multiple benefits, peer feedback has some challenges for students in practice. According to Liu and Carless (2006), these challenges consist of reliability, perceived expertise, power relation, and the time required to participate effectively in the activity. A study by Alsehibany (2021) found that the majority of students stated that time consumption was a primary issue to do with peer feedback, since the insufficient time will interfere with students' ability to criticize their peers' work. She also stated that the varying levels of proficiency also become another challenge since there is a potential where the lower-level students correcting something that is already accurate. Another challenge occurred is that the students faced spontaneous debates regarding the feedback they received, emphasizing the importance of focused guidance from the teacher (Zhu & Carless, 2018). This showed that there is a need for teachers' guidance during the activity, which was caused by the inadequate competencies of the feedback provider.

Considering these challenges, it is important to comprehend not just how students engage in peer feedback, but also how far they have the skills

needed to properly engage in feedback activity. Feedback literacy was firstly discussed by Sutton (2012), refers to learners' ability to understand, interpret, and implement feedback to improve performance. It involves understanding about feedback (epistemological), acquiring the confidence and identity required to engage with feedback (ontological), and practically utilizing feedback to improve learning. Carless and Boud (2018) later defined student feedback literacy as the understandings, skills, and attitudes needed to interpret and use information to improve work or learning strategies. They further mentioned that feedback literacy involves understanding what feedback is and how to manage it, developing skills and dispositions to use it productively, and appreciating the roles of both teachers and students in these processes. The Student Feedback Literacy approach established by Carless and Boud (2018) consists of four fundamental components: appreciating feedback, making judgements, managing affect, and taking action. Little et al. (2023) found that participating in feedback literacy activities leads to a variety of positive feedback behaviors, including managing perceptions and attitudes, improving comprehension of the student role, and having better confidence in the feedback activity.

Previous studies have examined how peer feedback can help EFL students improve their writing and speaking skills. For example, Zhang (2019) discovered that online peer feedback (OPF) was more effective than automated corrective feedback (ACF) in improving sentence writing, grammatical accuracy and lexical richness. Meanwhile, a study by Chekol (2020) found that peer feedback improved students' speaking skills, particularly in grammar, fluency, and vocabulary, and resulted in positive attitudes toward the usage of peer feedback. Vo and Nguyen (2023) looked into how EFL students feel about peer review in online writing classes, and found that students generally had negative perceptions of it, but they still recognized both the benefits and limitations of peer feedback. According to Larasaty et al. (2022), students' understanding of the proper procedure of peer feedback improved knowledge

sharing in a Microteaching classroom. A study by Kurniawati (2021) investigated EFL university students' perceptions and challenges in implementing peer feedback in writing cause and effect essay, and the result showed that students saw peer feedback as an effective tool to improve their writing performance, despite the challenges they faced during the implementation. Another study by Cendani & Purnamaningwulan (2023) revealed that the significant problems were hesitance, power dynamics, time restrictions, and feedback quality, in which a supportive learning environment and clear lecture direction are needed.

While previous studies have mostly explored how peer feedback affects students' performance outcomes or perceptions in specific language skills, there is not plenty amount of research on how students perceive the peer-written feedback implemented and experienced through the lens of Student Feedback Literacy (Carless & Boud, 2018) and the four aspects of challenges (Liu & Carless, 2006), particularly in understanding students' perceptions and difficulties during peer feedback activities.

Therefore, this study tries to fill the gap by focusing on students' perception on how peer-written feedback is implemented in EFL classrooms and the challenges that the students faced, through the four aspects of the Challenges in Peer Feedback and Student Feedback Literacy framework. This study explores students' perception on the implementation of peer feedback at the English Language Education Study Programme (ELESP) of Universitas Negeri Jakarta (UNJ) through the Student Feedback Literacy framework proposed by Carless and Boud (2018), which includes four key aspects: appreciating feedback, making judgments, managing affect, and taking action. In addition, this study investigates the challenges students face during peer feedback activities, guided by the four aspects proposed by Liu and Carless in 2006, which are reliability, perceived expertise, power relation, and time allocation. Employing a qualitative approach through interviews, this study

aims to get a better understanding of how students' perceive the implementation of peer feedback and the challenges students face in EFL classrooms.

1.2 Research Questions

1. What is the students' perception on peer-written feedback implemented in EFL classrooms at ELESP UNJ in relation to the four aspects of the Student Feedback Literacy framework?
2. What challenges do students face when engaging in peer feedback activities in relation to the four aspects of Challenges in Peer Feedback?

1.3 Purpose of the Study

This study aims to explore students' perception on the implementation of peer-written feedback in English as a Foreign Language (EFL) classrooms at the English Language Education Study Programme (ELESP) at Universitas Negeri Jakarta (UNJ). It specifically looks at students' perceptions on how peer-written feedback is utilized in relation to the four aspects of the Student Feedback Literacy framework by Carless and Boud (2018): appreciating feedback, making judgments, managing affect, and taking action. Furthermore, the study aims to identify the challenges students face during peer feedback activities, as viewed through the four aspects proposed by Liu and Carless (2006): reliability, power relations, time allocation, and perceived expertise. This work seeks to discuss the peer feedback process and provide suggestions to further enhance its effectiveness in EFL classrooms.

1.4 Scope of the Study

This research explores the perceptions of students in the English Language Education Study Programme at UNJ about the implementation and challenges of peer-written feedback in English as a Foreign Language class, specifically in their writing tasks. The theoretical frameworks of this study are Carless and Boud's (2018) Student Feedback Literacy framework, which consists of four

aspects: appreciating feedback, making judgements, managing affect, and taking action, and the four aspects of Challenges by Liu & Carless (2006), which includes reliability, perceived expertise, power relation, and time allocation. Moreover, the researcher used semi-structured interview with 12 ELESF students from the batch of 2021, 2022, and 2023, with four participants from each batch.

1.5 Significance of the Study

Theoretically, this study is expected to contribute to the peer-written feedback and Student Feedback Literacy literature in EFL classes. This study investigates students' perspectives of peer-written feedback, using the framework of Student Feedback Literacy (Carless and Boud, 2018) and the challenges highlighted by Liu and Carless (2006), providing insight into the implementation and experience of peer-written feedback in higher education environments. This study's findings are also expected to contribute to students, English teachers, and future researchers. For students, this study helps students gain a deeper understanding of how peer-written feedback is implemented in EFL classrooms and the challenges that may arise during the process. By reflecting on their experiences, students can learn more about how to give good feedback, how to deal with problems like time management or reliability, and how to improve their feedback literacy. For English teachers, this study helps teachers learn how peer-written feedback is implemented and the challenges that students face in the classroom. These factors can help teachers improve peer feedback activities, build supportive classrooms, and teach students constructive feedback skills. The findings can also encourage teachers to use peer feedback as a learning tool rather than just an assessment tool. For future researchers, this study may provide as a reference for other research in investigating the implementation and challenges of peer feedback in diverse EFL classrooms. It also creates chances for future research on how peer

interaction and feedback literacy can be improved to maximize language learning results.

1.6 State of the Art

English as a Foreign Language (EFL) education has shifted towards student-centered learning, emphasizing participation, collaboration, and learner autonomy (Kerimbayev et al., 2023). In this setting, feedback has changed from a teacher-centered correction to a dynamic tool that helps students understand and improve their work (Nicol & Dick, 2006; Hattie & Timperley, 2007). Since peer criticism promotes students' writing, grammatical precision, lexical richness, critical thinking, self-regulated learning, and speaking, it is considered an important instructional activity (Zhang, 2019; Wei & Liu, 2024; Chekol, 2020; Asih, 2024). To understand how students interpret and apply feedback, Student Feedback Literacy (SFL) has been critical in four aspects: appreciating feedback, making judgments, managing affect, and taking action. Feedback literacy improves students' understanding, confidence, and involvement in feedback (Little et al., 2023). Yet, challenges in the implementation of peer feedback are still demonstrated in terms of reliability, perceived expertise, power relations, and time allocation (Liu & Carless, 2006) as well as upon different levels of proficiency, feedback quality, and teacher guidance (Alsehibany, 2021; Zhu & Carless, 2018; Cendani & Purnamaningwulan, 2023).

Although many studies studied the benefits, perceptions, and challenges of peer feedback, few have looked at students' perceptions of peer-written feedback implementation using the Student Feedback Literacy framework (Carless & Boud, 2018) and the Four Aspects of Challenges (Liu & Carless, 2006). To fill this gap, this study investigates students' perceptions of peer-written feedback implementation in EFL classrooms at the English Language Education Study Programme (ELESP) of Universitas Negeri Jakarta through the four aspects of Student Feedback Literacy and the challenges of reliability,

perceived expertise, power relation, and time allocation. This qualitative study uses in-depth interviews to better understand students' perspectives and improve EFL classroom peer evaluation.

