

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Teaching and learning activities in 21<sup>st</sup> century do not always require teachers and students interacting directly which means they can be separated in time and distance. This teaching and learning activities are well-known as online remote teaching. The implementation of remote teaching usually facilitated using online discussion forum that allows people to interact with each other remotely. Mohammadi et al. (2018) states that online discussion forum are classified into synchronous or asynchronous. Synchronous communication requires the participants to do the interaction at the same time while asynchronous communication does not require the participants to do the interaction and also present at the same time (Bates & Poole, 2003; Owens et al., 2009). The students in 21<sup>st</sup> century learn the utilization of technology faster since they live in the world where technology has been developed rapidly. Boholano (2017) states that students in the 21<sup>st</sup> century grow up in a rapid paced digital world where they tune out of the traditional lecture-based classroom easily. Various practice can be taught by implementing the context of online remote teaching and one of them is feedback practice.

Students realize and recognize their strengths and weaknesses through comment or critique that is provided after achieving a certain goal in the learning process. This comment or critique is well-known as feedback. According to Hattie & Timperley (2007), feedback refers to the information provided by an agent such as teacher, peer, book, parent, self, and experience concerning aspects of someone's performance or understanding. Looking at its definition in a more specific term in education, Kaya & Yılmaz (2019) defines feedback as the act of providing information to the students concerning their behavior during the learning process as well as the improvement made

by the students as a result of such behavior. In addition, feedback can also be defined to all post-response information that is provided to the students in order to inform them on their actual state of learning or performance (Narciss, 2008). Thus, feedback can be defined as post-response information provided by an agent to the student throughout the learning process as a result of the student's achievement, performance, or understanding.

Feedback plays important roles in the learning process. Hattie & Timperley (2007) states that one of the most powerful influences on learning and achievement is feedback. There are several feedback functions, for example, identifying, verifying, or improving accurate answers or high-quality learning outcomes, and in doing so, it can promote the acquisition of the knowledge and cognitive operations required to carry out learning tasks (Kaya & Yılmaz, 2019). In addition, Kaya & Yılmaz (2019) also states that students can get the information they need from a good feedback so they can understand where they are in their learning and what to do next. Criticism comments identify where a learner needs improvement and by providing criticism comments, students have the opportunity to practice specific revision skills, such as problem detection, problem diagnosis, and selecting the appropriate solution to solve the problem (Patchan & Schunn, 2015).

Considering to the one who provides it in the learning process, feedback can be distinguished into two types namely teacher feedback and peer feedback (Wihastyanang et al., 2020). Peer feedback refers to feedback that is given by fellow students (Cahyono & Amrina, 2018). Students engage in learning of each other and thereby gain deeper understanding and appreciation for their peers' experiences and perspectives by providing feedback on the work of their peers (van Popta et al., 2016). In peer feedback provision, students act as assessors when they appraise peers' work and provide feedback while they act as assesses where they receive feedback and make adjustments in most formative feedback models (Li et al., 2010). Peer feedback can be considered as a form of formative assessment and it is provided by 'equal status learners' (Topping, 1998 as cited in McCarthy, 2017). It means that student can use the

feedback provided by someone who has the same status with them such as their classmate as an evaluation for their achievement and progress in learning. Learning in the 21<sup>st</sup> also requires students to be more independent while teacher mostly acts as facilitator. Peer feedback provision provides the opportunity for the students to be more independent since they learn their weaknesses and strengths from each other. Since the peer feedback practices involves the students and their peers, it makes them learn about how to communicate and collaborate with each other to recognize their strengths and also weaknesses in writing. The practice helps them to improve the 4C elements in the 21<sup>st</sup> skills especially communication and collaboration.

The implementation of peer feedback practice in the learning process is based on Vygotsky's theory of Zone of Proximal Development (ZPD). Vygotsky (1978) states that ZPD refers to "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). ZPD can be understood as the difference between what the students can do without help and what they can't do without help. In addition, Vygotsky (1978) also emphasizes that essential feature of learning is that it creates the zone of proximal development which means learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers. This theory supports the implementation of peer feedback provision because the comments and critiques received by the students are provided by their peers which they can use as reflection and also evaluation to improve their abilities and understandings. The students who received the feedback will be able to find their strengths or weaknesses which they couldn't discover without the help of the others. The arguments also supported by Wihastyanang et al. (2020) that emphasizes the practice of peer feedback is supported by Vygotsky's Zone of Proximal Development which holds that the cognitive development of individual results from social interaction where individuals can learn from each other, especially from the more expert ones. In addition, Saeed et al. (2018)

states that Vygotsky's (1978) sociocultural theory holds that learning and constructing knowledge occur through mediated interaction or within the zone of proximal development (ZPD).

Writing is one of the most important skill in English teaching and learning as foreign language. There are some benefits of writing such as it stimulates thinking, compels students to focus and organize their thoughts, strengthen their ability to summarize, criticize, and evaluate, reinforces thinking, learning, and reflecting on the English language (Rao, 2007). Peer feedback practice has been utilized in all language skills practice especially writing. There are two types of text revision issues in the students' writing project that can be considered for the peers to provide the feedback namely global and local text revisions. Global text revisions improve written texts in terms of content, organization, and purpose, while local text revisions improve written text in terms of vocabulary and grammar usage (Saeed et al., 2018). Peer feedback has several roles and benefits for the students to improve their writing skill. Huisman et al. (2018) states that the act of providing peer feedback encourages students to engage in problem detection and it also can encourage them to engage in problem diagnosis and then contemplate solutions before proposing the revisions. Students who provide peer feedback gain experience in problem detection, become more aware with types of writing problems, and may discover different revision strategies as a result (Patchan & Schunn, 2015). Responding to others students' writing can build the critical skills that are needed to analyze and revise our own writing, so that the students can gain confidence and reduce apprehension by seeing the other students' strengths and weaknesses in writing. In addition, peer feedback provision can build communication skills as well as reducing the teachers' workload (Ferris & Hedgcock, 1998; Wihastyanang et al., 2020).

Many teachers nowadays are aware of the power of technology for the teaching and learning process (Richards, 2015). It is because the utilization of technology gives many advantages. Peer feedback practice through online discussion forum in remote teaching context also shows several advantages in its utilization. One of the benefits

comes from the opportunity for the students to give the feedback anonymously. It is supported by Razi (2016) by emphasizing that digital feedback allows a range of innovations that are not available in conventional practice such as digital technology can remove student identification for anonymous peer review and provide review tools for the students. Therefore, by eliminating the social constraint of face-to-face feedback, lecturer can create more effective peer feedback opportunities (Ho & Savignon, 2017). In addition, synchronous tools provide an interactive environment for peer feedback for they allow learners to respond to each other immediately or spontaneously while asynchronous tools allow learners to reflect on their feedback and ideas and facilitate their interaction and feedback exchanges (e.g., Chang, 2012; Liang, 2010; Liu & Sadler, 2003 as cited in Saeed et al., 2018).

SMA PGRI Blahbatuh is a high school located in Gianyar Regency, Bali. This high school is one of the high schools in Gianyar Regency that implements online remote teaching. The researcher collected information about the learning system undertaken by the students in learning English course at SMA PGRI Blahbatuh by interviewing an English teacher from the school. The researcher found that all teaching and learning process for the English course are done remotely by utilizing online discussion platform namely Google Classroom and *WhatsApp* application. The teacher mentioned that she used to implement peer feedback practice in the students writing and one of the examples is when they learned descriptive and biographical recount texts. The peer feedback practice was done only by using the Google Classroom online discussion platform because the teacher mentioned that *WhatsApp* application was not effective for the peer feedback practice. Regarding to the learning system undertaken by the students and also the students experience who have done the peer feedback practice, SMA PGRI Blahbatuh is suitable and appropriate to conduct the present study.

It shows that peer feedback practice in writing is very important for the students' improvement as they learn from each other and they learn on how to be independent. The peer feedback provision also supports the students in giving comments and critiques base on the global and local text revisions issues in their writing since the



students become more confidence and less worried by seeing the other students' strengths and weaknesses in their writing. Many teachers have implemented peer feedback practice for the students' learning process but only few of them utilize the online discussion platform for the practice. The utilization of online platform (synchronous or asynchronous) for providing the peer feedback also shows that technology takes an important role in teaching and learning process nowadays since the students can provide and receive the feedback remotely. It is important to know the students' perception, their challenges and also how the peer feedback practice in the remote teaching context especially in Indonesia where the utilization of technology still need to be improved in the education field. Thus, the present study tried to investigate on how the implementation of peer feedback in online remote teaching context at SMA PGRI Blahbatuh and also SMA PGRI Blahbatuh students' perception and challenges on the implementation of online peer feedback practice in remote teaching context in their writing practice.

### **1.2 Identification of the Study**

Online peer feedback practice in writing has been implemented due its advantages for the students' improvement in their learning. Online peer feedback practice is also based on Vygotsky theory about Zone of Proximal Development (ZPD) that emphasizes students may learn and discover a certain knowledge only with the help of the others. The utilization of synchronous or asynchronous online discussion forum has been used as the medium of peer feedback practice because technology takes an important role in education sector nowadays. Regarding with the advantages of online peer feedback practice, it is important to know about how is the implementation of peer feedback practice in online remote teaching context and also the students' perception and challenges on online peer feedback in their writing practice in remote teaching context whether or not it shows improvement in their writing.

### **1.3 Limitation of the Study**

To specify the discussion of the study, the aspects of the discussion is the implementation of peer feedback practice in online remote teaching context at SMA PGRI Blahbatuh and the students' perception and challenges at SMA PGRI Blahbatuh toward the implementation of online peer feedback practice in their writing in remote teaching context.

### **1.4 Statements of the Problem**

Regarding to the background above, the statement of the problem of this study can be stated as follows:

1. How is the implementation of peer feedback practice in online remote teaching context in SMA PGRI Blahbatuh?
2. What is the students' perception in SMA PGRI Blahbatuh toward the implementation of peer feedback practice in EFL writing in online remote teaching context?
3. What is the students' challenge in SMA PGRI Blahbatuh toward the implementation of peer feedback practice in EFL writing in online remote teaching context?

### **1.5 Purpose of the Study**

According to the statement of the problem above, the purposes of the study can be stated as follows:

1. To investigate the implementation of peer feedback practice in online remote teaching context in SMA PGRI Blahbatuh.

2. To investigate the perception of students at SMA PGRI Blahbatuh toward the implementation of peer feedback practice in EFL writing in online remote teaching context.
3. To investigate the students' challenge in SMA PGRI Blahbatuh toward the implementation of peer feedback practice in EFL writing in online remote teaching context.

### **1.6 Significance of the Study**

The significance of the study can be viewed from two perspectives namely theoretical significance and practical significance.

#### **1.1 Theoretical significance**

Theoretically, the result of this study is expected to provide information about the implementation of peer feedback in online remote teaching context and the perception of students toward the implementation of peer feedback practice in writing practice in online remote teaching context.

#### **2.1 Practical significance**

Practically, the result of this study is expected to provide information and as a reference to the teachers, students, and other researchers.

##### **a. Teacher**

The result of the study is expected to be used as a reference for the teachers in implementing online peer feedback in writing practice in remote teaching context based on the students' perception and also challenges.

##### **b. Student**



The result of the study is expected to give information for the students as a reflection in providing or receiving peer feedback in their writing practice through online remote teaching context.

c. Researcher

The result of the study is expected to provide references for the other researchers in conducting similar research. It is also can be used as a source of information for related field.

