

CHAPTER I

INTRODUCTION

This chapter presents a research overview of the peer reviews of EFL students on their children's literature writing assignment in the Creative Writing subject. It consists of the background of the research, the research questions, the research purposes, the research significance, the research framework, and previous studies related to the research.

A. Research Background

This research explores the peer reviews of English as a Foreign Language (EFL) students' writing. It focuses on the kinds of written feedback students give to their peers' writing assignments in the Creative Writing subject. Some aspects of writing (organizing ideas, grammar, vocabulary, and mechanics) in students writing children's literature assignments are also discussed. It identifies how the peer review contributed to their writing in the Creative Writing subject.

Senel (2018) states that EFL students view writing as the most difficult task and the most challenging language skill. Even so, Guo, Bai, and Song (2021), Hyland (2013), and Bailey (2019) mention that writing in English as a foreign language (EFL) is an essential skill for students' academic achievement. As Toba, Noor, and Sanu (2019) explain, EFL students in Indonesia must acquire writing skills as productive English skills to write. Additionally, Fareed, Ashraf, and Bilal (2016) asserted that writing plays a crucial role in language production for global knowledge mediation.

Therefore, EFL students can learn various types of writing. One of them is creative writing. As an individual or group writing activity, creative writing is frequently employed in English as a Second Language (ESL) and English as a Foreign Language (EFL) classrooms (Wang, 2021). The study of creative writing may employ any form or genre of writing. In addition, Pawliczak (2015), Bennett, Clarke, Motion, and Naidoo (2008) mention that the production of creative writing consists of imaginative interpretations of the world that invite the audience or reader's complex participation.

EFL students perceive creative writing activities as motivating and engaging (Arshavskaya, 2015). The subject is enjoyable based on the experience of students who have taken the Creative Writing subject at the English education department of an Islamic university in Indonesia. This argument aligns with Sulfiana, Kurniawati, and Nurwanti (2022) that the Creative Writing subject has a laid-back and enjoyable atmosphere because students can express their creative ideas through writing. Further, at the linguistic level, creative writing provides EFL student writers a valuable opportunity to develop a heightened awareness of various writing genres and audiences (Mak, Coniam, & Chan, 2008; Yeh, 2017).

In the same way, children's literature is one of the genres that can be taught to EFL students. Using children's literature in the EFL classroom has many benefits (Englund, 2016). Chen (2006) points out that evaluations of students' creativity and imagination will be visible and assist in empowering writers and igniting students' imaginations. Moreover, children's literature provides engaging content, relatable characters, and rich language input, which can inspire EFL learners to express themselves creatively in writing. Besides, children's literature enhances EFL learners' vocabulary acquisition, grammatical accuracy, and writing proficiency. Children's literature also expands and enhances their learning and thinking Leland (2022). In other words, EFL learners can draw inspiration from children's literature's imaginative plots, characters, and settings and apply these elements to their creative writing. This connection encourages the development of original and expressive writing in EFL learners.

However, putting letters and words on paper is not only a whole part of the writing process. Bui, Nguyen, and Nguyen (2023) state that vocabulary and grammar knowledge contribute to learners' writing ability in second-language education. Then, based on the preliminary observation at the research site, some problems in writing, especially in creative writing, were found. The problems are in using grammar, punctuation, and choosing suitable vocabulary. Since literary language is significantly distinct from spoken language, many students face difficulties when studying literature. One of them is communicating a literary

language that is not composed in a beautiful way. Additionally, Ariyanti and Fitriana (2017) argue that Indonesian EFL university students struggle with grammar, cohesion, coherence, paragraph organization, vocabulary, and punctuation errors when writing essays. Hasan and Marzuki (2017) also determined that grammatical issues involving the use of plural forms, articles, verb forms, clauses, passive voice, and prepositions existed in the writing of Indonesian EFL students.

Furthermore, Hanjani (2021) argues that the peer review technique can enhance the quality of students' writing. This argument is in line with Baker (2016), who assumes peer review is an established strategy for enhancing students' writing quality. In addition, Baker (2016), and Tsui and Ng (2000), state that peer review is an essential instructional activity in writing. It can increase learners' awareness of their strengths and weaknesses, encourage collaborative learning, and foster ownership. Then, the use of peer review in EFL/ESL writing instruction has increased (Zhao, 2018). Peer review helps to identify student writers' learning requirements, allowing peer reviewers to provide the necessary assistance (Zhao, 2010). Commonly, after receiving feedback, students are given time to make modifications, additions, and deletions (Bartels, 2013) before submitting the assignment to the instructor for a final mark. In agreement with Lee (2017), peer review helps them identify areas of improvement and refine their writing skills.

Several previous researches were found to be related to the current research. The first one was conducted by Yu and Hu (2017), who examined the feedback practices of EFL students' colleagues and the factors influencing their feedback practices. Another research by Kusumaningrum, Cahyono, and Prayogo (2019) focused on the influence of two types of peer feedback on writing performance. The other research by Hanh and Tinh (2022) explored the influence of peer-review checklists on the writing performance of Vietnamese EFL students and their feedback on using the peer-review checklist.

This research differs from those mentioned above since the previous research focused on the influence of peer feedback. Meanwhile, the current research explores the kinds and the types of writing aspects from students to correct their peers. Hopefully, the findings of this research assist the lecturer in finding the appropriate peer feedback strategy for EFL students writing assignments to improve their writing performance.

B. Research Questions

There are the following research questions as follows:

1. What kinds of written feedback did the students give to their peers' children's literature writing assignment in the Creative Writing subject?
2. What aspects of writing did the students correct on their peers' children's literature writing assignment in the Creative Writing subject?

C. Research Purposes

The research has several purposes, as follows:

1. To figure out the kinds of written feedback given to the students' children's literature writing assignment in the Creative Writing subject.
2. To find out the aspects of writing that students corrected their peers' children's literature writing assignment in the Creative Writing subject.

D. Research Significances

This research is anticipated to provide the following benefits:

1. Practical Significances:

Practically, this research expects students to find the easiest way to review writing with their peers. The research expects that students are motivated to give the best way to correct their peers in writing. It also expects the lecturer to use a peer review strategy for writing assignment drafts.

2. Theoretical Significances

Theoretically, this research is expected to give an insight into how peer review generally benefits writing subjects, especially Creative Writing subjects. Expectantly, the result can be used as a reference to find the proper method for

giving feedback in writing to enhance students' writing performance. Hopefully, the results will be helpful as a resource of information for further research.

E. Research Scope

The limitation of the research participants is addressed to the English Education Department Students of the academic year of 2020 at an Islamic university in Indonesia. Thus, the kind of peer feedback becomes the focus of this research. It also discusses the types of writing aspects students corrected on their peers' works.

F. Conceptual Framework

This research explores the conceptual framework theories of the peer reviews kinds of feedback and writing aspect to students' children's literature writing assignment in the Creative Writing subject. Writing is a productive skill that enables one to express ideas, convey the message to the reader, and investigate those ideas (Ur, 1996 cited in Hartono 2012; Harmer, 2001). Writing is regarded as the most challenging task for English language learners (Grami, 2012). It requires time and effort to revise for grammar, syntax, and idea organization (Hanh & Tinh, 2022). Writing drives dialogue and makes thought open for reflection, encouraging thinking and learning (Mekheimer, 2005). In other words, writing is the process of expressing ideas, which encourages thinking and learning that requires cognitive analysis and linguistic synthesis.

According to Wang (2021), EFL class frequently uses creative writing as an individual or group exercise. Creative writing is the imaginative and artistic expression of thoughts, emotions, and ideas through various literary formats and methods. It involves the creation of original narratives, poems, plays, and other literary works that engage readers and elicits a sense of imagination and creativity (Harper, 2018). The form of creative writing is frequently associated with the creation of literary compositions, such as poetry, fiction, and plays, as well as personal writing, such as personal journals or diaries, memoirs, and autobiographies (Harmer, 2001; Stegner, 2002).

Children's literature also is a kind of creative writing. Children's literature utilizes the force of narrative and the craft of illustration to create immersive and meaningful experiences for young readers. It provides a secure environment for developing imagination, emotional exploration, and literacy skills. In the subject, students deal with writing in a more accessible, personal, and aesthetic way, as stated by Maley (2012). Students might feel more familiar with this subject. Then, students are encouraged to be more creative and free in pouring ideas into their writing to make readers feel an emotional impact.

Therefore, Hyland (2019) defines feedback as a vital aspect of the writing process that plays a crucial role in helping writers improve their skills. Besides, Yu, Jhiang, and Zhou (2020) defines feedback as information given to learners about their performance with the aim of improving it. Hyland (2019) also defines feedback as information provided to a learner to help them understand where they are in relation to their learning goals, how they can improve, and what they need to do to achieve them. Feedback should be specific, relevant, and actionable and help the writer identify areas for improvement in their writing (Hyland, 2019). It is similar to Yu et. Al (2020), who find that feedback is most effective when it is timely, specific, and focused on developing the learner's language skills. It also noted that feedback can be most effective when it is delivered in a way that encourages learners to take an active role in the learning process.

Peer feedback, also known as 'peer response,' 'peer review,' 'peer assessment,' and 'peer editing,' is the activity in which learners in pairs or small groups provide and receive written and/or oral feedback on their peers' writing (Zhu, 2001; Hansen, & Liu, 2002; Yu, & Lee, 2016). Baker (2016) argues that peer review can provide ESL/EFL writers with valuable feedback that can help them improve their writing skills. Peer review can help writers to identify areas for improvement, such as grammar, vocabulary, and organization, and can also help writers to develop critical thinking and analysis skills. It is widely acknowledged that student peer review can be a valuable form of formative assessment or a method

that provides feedback to enhance learning experiences (Topping, 2009; Mulder, Pearce, & Baik, 2014; Reddy, Harland, Wass & Wald, 2020).

Moreover, non-corrective and corrective feedback are two types of written feedback (Hattie & Timperley, 2007). Corrective feedback is preferred over non-corrective feedback when providing written feedback (Gunady, 2018). According to Ellis (2009), three brief categories of written corrective feedback exist. Direct written corrective feedback, indirect written corrective feedback, and metalinguistic corrective feedback. In other words, feedback is a process that helps improve writing, which has many types.

Furthermore, decent writing must follow the aspect of writing. Several aspects must be considered in writing and feedback. Based on Jacob et al. (1981), as stated by Yuliana et al. (2016) there are content, organization, vocabulary, language, and mechanics. Similarly, Bryne in Roza (2011) mentions it as organizing ideas, grammar, vocabulary, and mechanics. Thus, according to Harmer (2007), students must learn and practice combining words into well-formed sentences, paragraphs, and texts. As a result, the teacher must be able to instruct students in effective writing techniques and strategies.

G. Previous Study

Several studies on peer feedback have been carried out. First, research by Yu and Hu (2017) focuses on two Chinese EFL university students' peer feedback practices and the factors influencing their feedback practices. This research used a qualitative approach with a case study. Data collected were interviews, video recordings of the peer feedback session, stimulated recall, and student drafts. Face-to-face, semi-structured, one-on-one interviews were conducted. It was discovered that students attempted to balance the scope of their input and focused more on writing fluency, topic and concept growth, and word usage. The research indicates that Chinese EFL students tend to provide positive and ambiguous feedback because of cultural value practices. Students are influenced by some elements attributable to their variations. This research also demonstrates that even in the same general environment of a Chinese university and the same L2 writing

class, students may respond to their peers' writing in vastly different ways. This research is relevant to the current research, which explores peer feedback strategy. However, the research has an oral feedback session and a social-cultural context. In contrast, the current research focuses on the kinds of written feedback and the types of writing aspects in the Creative Writing subject. In terms of data-collecting instruments and techniques, it uses a qualitative research approach to collect data through document analysis. Meanwhile, Yu and Hu used a qualitative approach, collecting data through interviews and observations.

Second, research by Kusumaningrum, Cahyono, and Prayogo (2019) focuses on the influence of two types of peer feedback on the writing performance concern of fifty-five EFL students from the English Department of a state university in Indonesia. Data collecting techniques used causal-comparative study, the student's writing skills improved after in-class or small-group peer evaluation exposure. Peer feedback, whether offered in class or small groups, can be classified as collaborative learning, a concept originating from the social constructionist perspective. The previous research is relevant to the current research regarding peer feedback in a small group. Meanwhile, the current research focuses on the kinds of written feedback using a qualitative approach with a case study.

Further, another research by Hanh and Tinh (2022) explored the influence of peer-review checklists on the writing performance of Vietnamese EFL students and their feedback on the use of the peer-review checklist. At a university in the Mekong Delta, fifty-eight non-English majors participated in the quasi-experimental study. There were two groups of participants: the experimental group and the control group. Using a mixed-methods intervention approach, data were gathered via a pre-test, a post-test, and a focus-group interview. The results demonstrated that EFL students who utilized a peer-review checklist outperformed their control group counterparts. Specifically, the experimental group made substantial gains in terms of task completion and language utilization. The results also suggested that most students' comments regarding the use of the

checklist were well received. The research topic is relevant to the current research, which explores EFL students' peer reviews. In contrast, there is a gap between the previous research to the current one. The current research uses a qualitative approach with document analysis for collecting data. It only focuses on the written feedback from students.

