

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Language is a set of rules used by human as a tool of communication (Sanggam, 2008). As human being, people use language to communicate with other and it is used to deliver messages or ideas from the speaker to the listener and writer to the reader. In Indonesia, English is considered as a foreign language that is taught at every level of education as a language subject at schools, especially in senior high school. As a foreign language, learning English is an integrated process that the learner should study the four basic skills: listening, speaking, reading and writing.

Writing is central to improve the education (Graham & Harris, 2013). By writing, students can express their knowledge, messages, feelings, and comments in writing and convey them to their readers. Many students find difficulties in writing because they do not know how they can express their ideas well. They are worried about grammar, sentence structure, conjunction, punctuation, spelling, and so forth. Writing is not an easy skill to learn by students, because it takes many time and process. Thus, it is needed a method of learning to be enable students writing in English.

There is a problem, especially in senior high school in Indonesia, EFL learners has a difficult in English writing. Alwasilah (2007) stated that writing skills can develop through writing practice. According to Wilcox, Jeffery, & Gardner (2015) cited in Dorning (2018), Peer collaboration is defined as students cooperatively working with their peers for planning, drafting, revising, and editing their compositions. Students seemed to change their ideas about task because of writing with a partner (Forman & Larreamendy, 1995). Dauite & Dalton stated that by working with a partner, students increased their awareness and control over grammar structures.

Feedback is an important thing in the process of learning, especially in writing because feedback enables students to assess their performances, transfer

their perception, and modify their behavior (Hyland, 2009). According to Brookhart (2008), the focus of feedback that comes from a teacher to students is based on students' work. It is intended to increase student abilities and motivating them to be more aware of the abilities they have. Thus, the goal learning can be achieved.

The key elements of peer collaboration are collaboration and feedback. According to Forman & Larreamendy (1995), peer collaboration adds to the learning process while giving a variation in the way students learn. Wilcox, Jeffery, & Gardner (2015) cited in Dorning (2018) stated that Peer collaboration and feedback decreased negative selftalk among students, providing supportive suggestions.

From the description above, another problem that found Indonesian teachers usually have large classes and teach more multiple classes. So that, the teacher assesses the students' writing task without giving feedback or the teacher did not check their writing. Moreover, the students do not know how to correct their mistakes in their writing task, and they were shy to ask the teacher when they found difficulties in writing. Furthermore, the students did not know whether their writing was right or not. This confused the student. They do not really know how to correct their mistakes in their writing task. As a result, students are unable to improve their writing skills.

In the process of writing, teacher should correct all of their students writing effectively, thus the students could revise it and learn the mistake so that it will not occur in the next writing. By giving feedback, they can understand where they are in their learning and what to do next (Brookhart, 2008). Consequently, good feedback help students to know what should they do in the next writing and it is not judge students exactly, but it motivate students to produce better writing.

Nowadays, there is real problem was found in teaching writing. When the teacher gave feedbacks to students' writing task, the teacher feedbacks just contain weird graffiti such as circles, lines cross, question mark, underline, or notes that are not readable at all, or it contained a list of criticisms as the weaknesses of their own writing without any strength provided. Therefore, it is

difficult to fully understand the teacher's feedback on improving and improving students' writing skills.

Besides, feedback is not only given by the teacher (Hyland, 2009), explained that feedback is the response which is given to student writing, it can be oral or written form that are provided by teachers, peers, or computers. According to Hanson, peer feedback is often evaluated because it gives learners more control over learning, especially writing (Hansson, 2014). Peer feedback on writing can encourage students to improve their knowledge by providing opportunities for critical thinking, and increasing their autonomy (Bijami et al., 2013).

To write well, students should do it in several stages. Those are planning, drafting, editing/revising, and create the final version. Students need to support and review texts from friends, especially if they make a mistake. English teachers need to make the writing process more interesting and motivate students to improve their writing.

From the description above, the researcher is interested in carrying out the research entitled “Exploring of Peer Collaboration on Students’ Report Text at Tenth Grade of SMA Negeri 4 Cirebon”. In this research, the researcher does not concern to evaluate the teacher. However, the researcher concerns in exploring the problem of perception peer collaboration that happens at senior high school, which include exploring types of feedback in peer collaboration which are used, how peer collaboration on students’ report text, and how their perception toward peer collaboration.

1.2 Identification of the Problem

The identification of the problem of the research is based on the background of the research above and the researcher experience when she did *Praktek Pengalaman Lapangan (PPL II)* or Pre-service Teaching. Many problems found in English teaching and learning activity. There are some problems that can be described:

1. The students' lack of vocabularies. The students think that writing is difficult and complicated, so that they do not know how to start writing in English because of their knowledge of vocabularies.
2. The students' lack of motivation. They think that English is a complex thing to do.
3. The students' lack of practicing. They just learn English in the classroom. They lack practice outside the classroom.
4. The students' lack in grammatical features and in developing and organizing their idea.
5. The students' lack of feedback from the teacher. Most of the teacher assesses students' writing task without giving feedback or the teacher gives feedback just contain weird graffiti such as circles, lines cross, question mark, underline, or notes that are not readable at all so the students do not know how to correct their mistakes in their writing task. As a result, students are unable to improve their writing skills.

The quality of writing in middle-level Japanese language found difficulty factor that is influenced by the lack of time to develop ideas, beside that internal factors, such as mastery of vocabulary, mastery of sentence pattern structure (Meilia, Ahmad, & Susi, 2018).

1.3 The Main Problem

The main problem of this research is students who difficult to learn report text in EFL writing class. Due to the students lack of vocabularies, motivation, practicing, and feedback. Many research found that giving the peer collaboration toward students' writing would be effective in EFL students. Knowing what to write would enable students to flow their ideas, and knowing how to revise their writing, it would help them to convey the ideas in a clear way to the readers. The students should have a good feedback to make their writing better than before, so that they should do the revision in their writing based on peer collaboration. To conclude, how the Indonesian students learn report text by using peer collaboration would be the main problem of this research.

1.4 Delimitation of the Research

This study focuses on the activity of students who giving feedback which is offered by their peers in peer collaboration. Obviously, what types of peer collaboration that is commonly used by students on their peers' writing, is there relation between peer collaboration and the quality in students' writing ability, and what their perception toward peer collaboration in writing context. The writing text which would be observed by the researcher is the report text. It is taken based on the syllabus of the 10th grade of Senior High School which is suitable by the time of doing this research.

1.5 Questions of the Research

Based on the identification of the problem on the research background of this research, the researcher formulates the research questions. Those are:

1. What types of feedback in peer collaboration which is used by the students on students' report text?
2. How is the students' writing ability by using peer collaboration on students' report text?
3. How is the students' perception toward peer collaboration in writing context?

1.6 Aims of the Research

Based on the questions above, the aims of the study are mentioned below:

1. To explore the types of feedback in peer collaboration that is used by the students on students' report text.
2. To explain the students' writing ability by using peer collaboration on students' report text.
3. To describe the students' perception toward peer collaboration in writing context.

1.7 Significance of the Research

This research has significance of the study which is divided into theoretically and practically. Every single research has the benefits impact to improve people's knowledge. Here the significance of the research:

1. Theoretical Significance

The result of this study would provide the clear idea of what and how the importance of peer collaboration in EFL writing class. It is expected that peer collaboration can be explored by the teacher and peer collaboration should be given to the students' writing in order to the students produce better writing.

2. Practical Significance

- 1) For the students, students could understand of peer collaboration is expected to the students are able to evaluate in their own writing. Peer collaboration would be guidance for them in revise their writing and motivate them to be better writers.
- 2) For the teacher, using peer collaboration is expected to the teachers of EFL writing in developing and improving the quality of teaching writing especially producing peer feedback on students' writing task.
- 3) For the future research, this study could be the bridge to explore more peer collaboration in the next time in order to make the comparison of this issue during time to time.

1.8 Previous Research

Many researchers have already conducted which has findings that Peer Collaboration has the big influences in learning process. Many research conducted to proof that Peer Collaboration not only good to measure writing quality for students who learn English as Second Language but also for students who learn English as Foreign Language.

Several studies have shown that collaborative writing contributes to students' writing skills, social skills, creativity, and self-confidence (Storch, 2005; Fung, 2010; Mulligan & Garofalo, 2011; Shehadeh, 2011; Mirzaei & Eslami, 2013; Lee & Wang, 2013; Cullen, Kullman, & Wild, 2013; Lin & Maarof, 2013). The nature

of collaborative task can be manifested in face-to-face collaboration (Reynolds & Anderson, 2015) or online or computer-based communication collaboration using wikis or blogs as educational media (Chaoa & Lob, 2011; Houat, 2012). A case study to extend investigation on collaborative writing reveals that EFL students' motives could influence students' participation in group peer feedback activities, engagement with the peer feedback and their subsequent revisions (Yu & Lee, 2014).

The study of the effectiveness of Peer Feedback is always stated that Peer Feedback is always effective to students write better on their writing (Grami, 2010; Capri, 2013). The consideration of what Peer Feedback which is suitable for the students is discussed. Most of the result concluded that given the peer feedback in teaching writing, students have good writing than before using it. It means that the use of peer feedback is needed in teaching writing. It can be an alternative solution to solve the students' difficulty, especially in writing (Puji, 2013).

The study of improving students' writing achievement has been conducted by some researchers. Peer feedback help the students creating conducive learning environment as well as improving students' writing ability in writing class (Hajar, 2019). In some stages of peer feedback could help the students to understand how to write effectively and gives positive effect in improving students writing achievement (Iriyanti, 2015; Putri, 2018). The students express a willingness to help their friends for improving the quality of their writings by providing beneficial feedback when they give and receives positive input in pairs (Yugestina et al., 2018). The implementation of peer feedback could improve students' writing achievement in narrative text either in the content, aspect of organization, grammar, and mechanics from draft to draft and from cycle to cycle (Mubaro, 2012; Eriya, 2017). In the scope of speaking, peer feedback motivated students became more active, to have better pronunciation and they became more focused on practicing pronunciation because the teacher did not correct them directly (Faridah, 2016).

The study of students' perception toward Peer Feedback has been examined by some researcher. Providing peer feedback to the students' writing is needed, moreover for EFL students. Most of students have positive responses and agreed that peer feedback can improve their writing skill, it can help to motivate their learning process because their interaction between among students (Yuliani, 2018). Students agreed that giving and receiving oral peer feedback have more beneficial for recalling their writing knowledge and it help them and improve their writing skill since they could get knowledge then apply it while revising and making writing (Umirisanti, 2019).

Peer feedback problem which related with technology or social media, such as Instagram, E-mail, and Google docs. Peer feedback through Instagram gave valuable effect on students' writing recount text, it can make students more active in writing learning process (Mursela, 2018). Peer review on Instagram, the students were enthusiastically follow the process of posting and commenting narrative text in the Instagram (Lukas et al., 2020). The use of peer feedback through e-mail in teaching narrative text, peer feedback made students more aware with the error that they made in their writing, and the correction given by their peer help them in revising and improving their writing ability (Fransisca, 2016). Peer Review through Google Docs could improve students' ability to critical, conscientious, and analyze their peers' writing that automatically can improve their writing ability by themselves (Sholihah, 2018).

Hence, related to those studies, the differences between this research with the previous studies are the subject of the research, data sources and the scope of the research. This study have purpose to explore peer collaboration on students' report text in EFL students.

1.9 Framework of Thinking

The frame of thinking in this research related from the variable that appeared in this title of research. Those are writing skill and Peer Collaboration in writing. Writing skill is a dependent variable. In other words, it is influenced by the

phenomenon in which it occurred. Writing quality is the focus of how that problem really influenced.

The phenomena which is still debated (Budianto et al., 2017), that is the focus phenomena which become the variable of this research. That focus a phenomena is explored in order to know how that problem has already effect the students' writing quality in the site of data gained. The focus problem of this research is Peer Collaboration in writing.

1.10 Theoretical Foundation

In conducting a research, theories are needed to explain some concepts or terms which would apply in the research concerned. The terms must be clarified to avoid confusion.

1.10.1 Writing Skill

Writing is one of the skills to learn English. Writing is characterized as a written thoughts. The students should be encouraged to express their ideas/ thoughts, feelings, and experiences in writing (Harmer, 2004). In the other book, Harmer also said that writing is as a communicative act, a way of sharing information, thought/ ideas with others (Harmer, 1998). It is true that in writing we have the task of organizing our sentences carefully to make our meaning as explicit as possible, and we do not need to write it right away: we can rewrite or modify the text until we are satisfied with the meaning.

Students writing ability is students' capacity to produce message in written form from words, into sentences, into text, into coherence so that their writing can readable and comprehensible (Ekarista, 2018). As Troyka in Handayani et al. (2013), writing is a way to communicate to the reader in purposes. The purpose is to convey the news, inform readers, and create literary works in writing. These written forms should be easy to read and understand. Thus, writing allows the writer to employ letters or symbols to deliver his intended messages, feelings, ideas, and of course thought in a communicative way.

Based on the above statement, researchers can conclude that writing is one of the ways in which writing creates language and expresses our emotions,

ideas, and everything from our mind. Hence, writing skill is specific ability which helps us to create new thought that has higher value into words in a meaningful form.

The characteristics of written language is divided into perspective of a reader and the writer (Brown, 2007). Here the explanation of those characteristics of writer's perspective:

1. Permanence

Something is written will be revised and refined before the final submission. It is part of build the confidence of writer's work to write. Hence, the teacher should help the students to responsible for their own writing in order to make a certain power in final form of writing.

2. Production time

It means that the time establish the product of writing of students good or not. It will be a consideration for the long time and limited time. For the long time, a good writer can be gained by a writer with developing efficient processes for achieving the final product to display. The limitation of time will be consideration for educational context. Students should finish their writing in limited time. The teacher can help students deal with time limitation.

3. Distance

One of the problems which are faced by the writer is anticipating their audience. The distance factor require what their writing perspective and goal can be read by reader. The writer should be able to predict the reader's general knowledge, cultural and literary schemata, specific subject-matter knowledge, and how their choice of language will be interpreted.

4. Orthography

The practice and study about correct spelling according to establish usage is the orthography. It can refer to the study of letter and how they are used it to express the word. In writing, it can be included the system on it. It discusses about producing the word to their writing.

5. Complexity

Writers must learn how to remove redundancy (which may not agree with their first language rhetorical), how combining sentence, how making references, how making references to other elements in a text, how creating syntactic and lexical variety, and much more.

6. Vocabulary

Written language imposes greater demands on vocabulary than speaking. A good writer will learn to take advantage of the richness of English vocabulary that he has.

7. Formality

The content of language use should be characterized on how the writer conducts their writing. Academic writing is different with free writing. Therefore, the writer has to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue about the writing which they conduct. Brown (2007) mentioned micro and macro skills for writing production. Those skills are mentioned as follows:

Micro skills:

- 1) Produce patterns for English grapheme and orthography.
- 2) Produce writing at an efficient speed that suits the purpose.
- 3) Produce an acceptable core and use the appropriate word order patterns.
- 4) Use acceptable grammar systems (tenses, consents, plurals, etc.), patterns, and rules.
- 5) Express a specific meaning in various grammatical formats.
- 6) Use cohesive devices in written discourse.

Macro skills:

- 1) Use the rhetorical form and written discourse practices.
- 2) Appropriately fulfill the communicative functions of written texts according to the format and purpose.
- 3) Connections and mediation of connections between events and communication relationships such as important ideas, supporting ideas, new information, given information, generalizations, illustrations, etc.

- 4) Distinguish between the literal and implicit meanings of a sentence.
- 5) Correctly convey culture-specific references in the context of the written text.
- 6) Develop and use various writing strategies such as accurately evaluate the audience's interpretation, use pre-made devices, write fluently in the first draft, use paraphrases and synonyms, seek feedback from colleagues and faculty and use it.

In conclusion, micro skills apply more appropriately to writing in basic study. It includes imitative and intensive types of writing performance in which they tend to describe the mechanical of writing of level of the word produced. Another hand, macro skill applies wider areas of writing. It will be the form and communicative purpose of written text, main idea and supporting idea. Those are not only talking about the form but also the meaning of the written itself.

1.10.1.1 Process of Writing

Writing is a difficult activity for students. According to Harmer (2004), the writing process has four phases, which are described below.

1. Planning

This is the first phase before students start writing. This stage helps students develop ideas in their own writing. Decide what students want to say before they start writing. The purpose of this stage is helping students in exploring idea and approaching to topic by making notes, starting lists, generating outlines, writing journal entries, and composing rough drafts.

2. Drafting

We can refer to the first version of a piece of writing as a draft. During the design phase, students need to write down their ideas on paper, organize the information logically, and focus on creating topics in sufficient detail. As the writing process moves to editing, they can create numerous drafts on their way to the final version.

3. Editing/revising

To finish well, the students have to edit their writing. The students edit in the last stages of writing to recheck their whole text, to make sure what they want to write same as what they intend to say. They have to check from the clarity of ideas to the sequence of the paragraphs, the choice of words, and the correctness and accuracy of text, and spelling and punctuation. Mostly, in editing stage, the students will improve their writing based on their weaknesses or mistakes made at the draft stage. Editing/revising is often helped by other readers who comment and make suggestions. Another reader's feedback will help the author to make appropriate revisions.

4. Final Version

It is the last stage in writing process. The author edits the draft, makes any necessary changes, and then creates the final version. This can deviate significantly from both the original plan and the original draft, as there were some changes during the editing process.

From the above stages, it can be concluded that writing begins with the drafting of the plan and collects the ideas that will be incorporated into the first draft. Then they need to read the draft again, make the appropriate changes and edit it to get the correct final version.

1.10.2 Peer Collaboration in General

Collaborative learning theory is based on the social constructive theory that knowledge is socially produced by a community of people and that individuals can acquire knowledge by participating in the knowledge community (Vygotsky, 1978). Therefore, learning takes place as learners improve their knowledge through collaboration and information exchange in a real context. Vygotsky (1978) added that language and culture play essential roles in human collaboration and communication. As a result, the socio-constructivist learning theory is essentially a collaborative learning theory. In In education, collaborative learning is seen as a process of peer interaction promoted and structured by a teacher or lecturer.

Collaborative learning is based on Vygotsky's concept of Zone Proximal Development (ZPD), engaging students in learning process that occur on both the social and individual levels. Vygotsky believed that children reconstruct their perception of the world in a social manner through collaborative processes with their peers. He believed that the benefits of working together were the mutual participation of children, the equal relationships between children within a group of groups, and the motivation of children to collaborate based on their shared perceptions (Tudge, 1992). In particular, children with mixed skills can collaborate and interact to communicate at a level where they can understand and share each other.

Vygotsky called language a "powerful and powerful tool" in children's interactions because of the important transmission of common and social meanings formed among children (Tudge, 1992). Within the meaning of the language, Vygotsky recognized the importance of feedback among children to promote a high level of joint perception. As the children listen to and respond to other's ideas and contributions to the interaction, they are able to reinforce their perceptions, thereby extending their cognitive abilities. Therefore, the feedback contributes to cognitive comprehension because of the joint perception among children (Tudge & Winterhoff, 1993).

Peer based learning encompasses at least three different forms of interaction: peer tutoring, co-operative learning and peer collaboration (Damon & Phelps, 1989). The peer tutoring involves the transfer of one-way one knowledge from a more competent or experienced child to a relatively inexperienced peer. Cooperative learning consists of small groups of children, each with individual responsibility to complete some of the workload of the entire group. In peer collaboration, children work together to perform a single unified task that represents the common meaning and conclusions of a group as a unit.

Peer collaboration is commonly used learning strategy, perceived by educators as a valuable educational activity. It is pedagogical method currently used to facilitate learning in classrooms that involves groups of

learners work together to solve problems, complete tasks, and develop products. Peer collaboration as a pair of relative novices working together to solve challenging learning tasks that neither could do on their own prior to collaborative engagement. In peer collaboration, students began at almost the same level of competence and work jointly on the same problem (Damon & Phelps, 1989).

1.10.3 Peer Collaboration in Writing

Adopting from Vygotsky's theory which is oriented to Zone Proximal Development (ZPD), that every child cannot solve his/her own problems, but needs a help from an adult or peer. Vygotsky's learning theory is an implementation of social learning in accordance with collaborative learning so that the interaction occurs not only in teacher-student oriented, but also in student-student oriented. According to Hyland (2006), approaches writing also underline the importance of social interaction with peers as Vygotsky's theoretical construct of ZPD suggest that writing skills can emerge with mediation and help of others. It invites students to peer review with their peers who will help him/her in practicing his/her ability to produce a text (Hyland, 2003).

Collaborative writing is one of method which is development of collaborative learning concepts. Collaborative writing is defined as an activity of writing together in pairs or small groups starting from planning to writing final draft that can potentially develop students' writing performance (Storch, 2011; Mulligan & Garafalo, 2011). Collaborative writing is gaining prominence because it provides an alternative from individualistic and competitive atmosphere learning to more cooperative learning to write (Dale, 1997). Collaboration helps students to assess their peers' contributions to the group rather than focusing on individual performance. Students also get to know one another and learn from group members in a natural way and in a safe social environment.

In the context of EFL writing, co-writing at a technical level is not significantly different from individual writing. Both provide similar subtasks such as planning, drafting, editing, and revision. However, in collaborative writing, students need to share their thoughts with other friends through discussion, negotiation, and knowledge building leads to a complete document (Limbu & Markauskaite, 2015; Lin & Maarof, 2013). The succesful of co-writing is influenced by the nature of co-subwriting tasks such as collaborative pre-writing and editing (Storch, 2007; Nuemann & Mc Donough, 2015) or at the prolonged writing activity (Shehadeh, 2011).

1.10.4 Peer Feedback

Peer feedback is an activity in process of students' writing to responding to each other's writing. The word 'feedback' is used because the students are doing evaluation and responding another students' writing. It is very important to use in writing process for making students aware of their error during conduct their writing.

According to Brammer & Rees (2007), peer feedback is not something easy to carry out because it requires some skills such as time management, socializing, and criticizing which are often challenging. Peer feedback is not only given in the form of correction but also constructive suggestion. There are a number of ways in using peer feedback, depending on the requirements of the teacher. Teacher should understand that in peer feedback, the students needs to act as collaborator rather than correctors. The amount of time to be spent on the different phases of writing-responding-rewriting will evidently depend on a number of factors: the level of the students, their experience in group work, and the length of the essays.

Andrade et al. , (2012) stated that the purpose of peer assessment is for learners to provide feedback on the quality of a product or service to each other. According to Topping (2010), the effective peer assessment involves the following steps:

1. Students and teachers co-create assessment criteria.

2. Peers are placed into pairs or small groups based on similar ability levels.
3. Teachers train by modeling how to evaluate work using explicit criteria.
4. Students will be provided with a checklist of peer assessment guidelines..
5. Determine the activities and schedule to evaluate.
6. The teacher monitors the progress of the peer evaluation group.
7. The quality of the feedback is checked..
8. Reliability is checked by comparing teacher and peer generated feedback.
9. The teacher provides feedback to the students regarding the effectiveness of the assessment.
10. Once students have generated effective peer feedback, they should use it to guide them in modifying ongoing work.

When delivering peer feedback, it can be very helpful for students to follow a constructive process or protocol. For example, the Ladder of Feedback (Perkins, 2003) guides users in four steps:

1. Clarification

Ask clarifying questions about the work. Some ideas may look obscure or lack information. This step helps colleagues gather relevant information before providing feedback.

2. Value

Show what students value and comment on the strengths of their work. Expressing gratitude for an idea is the basis of a constructive feedback process. Emphasizing the good points of the work helps to set a supportive tone during the feedback session and help people understand the strengths of the work that may not have been recognized otherwise.

3. Concerns

Express any concerns about work. This step expresses honest thoughts and concerns are expressed in a constructive and threat-free manner. “What I wonder about is . . .” and “Have you considered . . .” are examples of how to formulate their concerns.

4. Suggestions

Suggestions on how to improve work. Based on problems identified in the concerns step that students used the feedback to help students correct and improve their work.

Because it is difficult, if not impossible, to give useful feedback on a piece of work the student reviewer does not understand, the first step on the ladder gives the assessor a chance to ask clarifying questions about the assessee's work.

1.10.4.1 Types of Feedback

According to Hyland and Hyland (2001), there are three types of written feedback: praise, criticism, and suggestion. Similarly, Sutton (2011) also stated that feedback is praise, criticism, and advice. Here, Suggestion is termed as advice. Hence there are four type of feedback:

1. Praise is defined as the act of giving others an awareness of quality, attributes, abilities, etc. that the person providing the feedback positively evaluates.
2. Criticism is a negative comment used by reviewers in expressing their dissatisfaction with the text.
3. Suggestion is the third category of feedback related to criticism but it has a positive orientation. Suggestion differs from criticism in that it contains comments for improvement. Productive suggestion also known as constructive critiques, include clear and actionable actions for writers.

Table 1.1 Types of Feedback

Praise	Criticism	Suggestion
Vocabulary is good	Poor spelling	You need a more general statement to introduce the topic.
Very good	It is incorrect	It is better to...

I cannot make another comment. Perfect.	Wrong grammar	You should ...
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1.10.5 Perception

Perception is a complex process by which an individual accepts and summarizes information from his environment (Kaymaz, 2012). Causal attribution theory is a cognitive theory which suggests that individuals are able to make conscious and rational decision (Malle, 2011). Individual differences include different styles of consistent causal cognition across contexts (Schunk, Pintrich, and Meece, 2012). Good lecturer's performances and high learning motivation will strengthen students' to achieve their goals (Amin, Corebina, Zubaidah, & Mahanal, 2017a).

The learning approaches and methods used in the classroom should be able to foster positive awareness of students (Lufri, 2004). Creating a fun, comfortable and safe learning environment is very important for raising student cognition. Students will feel more motivated when they learn in fun and positive environment (Amin & Adiansyah, 2017). A research conducted by Widiyowati, it has been shown that critical thinking ability has a significant correlation with students' responses. If students can respond positively to the learning process, they can also work well in learning (Widiyowati, 2015).

According to Cutting cited in Lewis (n.d.:274), collecting information about the world through the senses is called perception. The basis of perception is that there is a perceiver, that something is perceived, the context of the perceived situation, and multiple sensations. From this we can conclude that perception deals with seeing, hearing, touching, smelling and tasting.

Jordaan and Jordaan cited in Lewis (n.d.:275) explains that there are three condition of perception. The first is there must be a sensory system which functions normally; the second is basic sensory stimulation is the subject of

the sensory system; and the third is that both physiologically and psychologically, the stimulation be in constant state of flux.

Perceptual process should be understood as well as the various influencing factors to know how humans give meaning to their world. Randolph and Blackburn cited in Lewis (n.d.:275) states that gaining a clearer understanding can be presented by showing that process of a model.

1.10.6 Report Text

There are many types of text that used by writers to communicate a particular purpose. One type of the text is a report text. It is a kind of text that present information about natural and social problem in the environment. The subjects are about the problem on the world whether living things, for examples: plants, animals, or non-living things, such as phones, cars, volcanoes, and oceans. Paterson (2015) stated that a report text presents information in structured manner about a subject by giving the facts. The function of report text is to classify and describe something by giving facts (Kemendikbud, 2015). Mark & Kathy (1997) defined that report text is a piece of text that tells information about a subject. It is usually contains facts about the subject, a description and information on its parts, behaviours, and qualities. They defined the steps of constructing information reports and language features used in information reports are:

1. Generic Structure

1) General Classification

A general opening statement that introduces the subject of the report may include brief explanations and definitions.

2) Description

Some of paragraphs for explaining topics. Each new paragraph describes the function of the topic, starting with a topic sentence and followed by a detailed sentence.

3) A conclusion is summarizes the information and signals the end of the report (optional/not always). This is only useful for clarifying the text at

the end of the text and for the reader to understand the text In general, the general structure of report text is explained only by general classification and description.

2. Language feature

- 1) Use the present tense
- 2) Use action verbs (climb, eat, escape) and linking verbs (is, has, belongs to).
- 3) Use language to define (are called) classify (belongs to), compare and contrast (are similar to, are stronger than, like).
- 4) Use descriptive language (color, shape, size, function, habits, behavior).
- 5) Use technical terms.

Example of Report Text

Ants

Ants are a type of insect with the family Formicidae. Ants have more than 12,000 species, most of which live in the tropics. But some types of ants that are well known to humans are black ants, Carpenter ants, red ants, fire ants, and Weaver ants.

Most ants are known as social insects, because they form colonies and their regular nests have thousands of ants per colony. One colony can control a large area to support their lives. Colony members are divided into worker ants, male ants and queen ant. It is also possible to have guard ant group. The queen ant is in charge of reproducing (producing eggs) and is highly upheld by the members. The queen ant can live up to 20 years old. All worker ants are females, but they do not produce eggs. They devote themselves to taking care of the eggs of the queen. The most important thing workers ant job is to serve the queen and ensure that the queen and her “babies” are safe. In contrast to the Queen with her long age to live, male ants hav shorter life. Their only duty when they are adults is to marry the young ant queen. Male ants usually die 2 weeks after marrying the ant queen.

(Taken from <https://www.studiobelajar.com/report-text/>)

1.11 The Methodology of Research

1.11.1 Research Method

This research was conducted by using a descriptive qualitative method. Descriptive qualitative method is the method that aims to describe a condition or a problem without sorting out or looking for certain factors. This exposure research is intended to describe the answer of research question, such as who, which, where, when, and how (Muhsin, M. A., & Sastrawati, I., 2017).

In other word, descriptive qualitative method is only the method focus on reporting summary of data. Three main aims of the research are to explain, describe, and validate the findings. The description also should be explored by comparing on the previous research in order to validate the researcher's explanation (Lambert & Lambert, 2009). In this research, the researcher explored how peer collaboration is provided in the students' writing, their perception toward peer collaboration and the quality of their writing which has got by providing peer collaboration.

1.11.2 Source and Type of Data

The source of this research would be three EFL students and their English teacher at the classroom in Senior High School 4 Cirebon. The exemplary English teacher is selected based on the school's recommendation. In addition, the teacher is recommended because of the subject that would be researched.

Primary data is any original information that researcher collect for the purposes of research questions. In term of students as source, the researcher took the primary data based on their writing product and their perspective. So, they must write the writing product based on their teacher' instruction and those writing product would follow the syllabus which has already arranged by the *Permendikbud*. Then their perception of peer collaboration itself would be the data. Secondary data, the researcher interviewed the teacher and questionnaire for students as the additional data for the research.

1.11.3 Instrument of the Research

The instrument of this research is the researcher herself. According to Sugiyono (2014), the main instrument for a qualitative method would be the author or the researcher itself who will plan, analyze, conduct and report the research (Sugiyono, 2008). In addition, the researcher is helped by the sources, journals, books and another resource from websites. So, the researcher should be active to explore and gain the data (Gunawan, 2013).

The gained instrument which would be done is adapted from the point of the research questions that have already mentioned. In terms of gaining data of perception, the researcher used the interview which would be provided by the researcher. In term of proof the data of problem of peer collaboration, the researcher used the observation and documentation. Those instruments are needed to support another instrument in order to make the data more acceptable (Muhsin, 2017).

1.11.4 Technique of Data Collection

The data collection based on the instrument which have already mentioned above. Before gaining the specific data of problem, the researcher visited the school in order to clarify of using the peer collaboration by the teacher in that school. Then, the researcher negotiated approval with that school which can facilitate the data collection (Creswell, 2012). The researcher would do the observation to the classroom in order to know the situation in the classroom when the teacher gives the peer collaboration to the students. After observing the classroom, the researcher would be given the interview to the students. To strengthen the perception, the researcher used the observation and documentation. Here the explanation of the technique which would be used by the researcher.

1. Observation

Observation is the process noticing to gather firsthand information by observing the people or the place around the research filed (Creswell, 2012). In addition, observation use the researcher' monitoring to gain the data

directly from the field. Doing the observation means that the research should take the field note to record the situation about problem which is conducted (Muhsin & Sastrawati, 2017).

Observation often used in group with other method of data collection in order to triangulate or provide additional evidence for the research (Heigham & Croker (2009). So, in this research, the observation will be in group with documentary in order to answer the research question about the problem of peer collaboration which is provided by the teacher. In this occasion, the researcher would collect the data by entering the field. It means the researcher would observe in the classroom.

In addition, making field note is the first key as the words recorded during the observation activity. How to written the field note is guided that is mentioned below. Those would be a guidance to make the report about the researcher observation.

Table 1.2: Field note guidance of observation

<i>Dimension</i>	<i>Definition</i>
Space	The physical place or places
Actors	The people involved
Activities	A set of related acts people do
Objects	The physical things that are present
Acts	Single actions that people do
Events	A set of related activities that people engage in
Time	The sequencing that takes place over time
Goals	The things that people are trying to achieve
Feelings	The emotions felt and expressed

2. Interview

Interview described as a conversation with a purpose or a professional conversation and has been described as the gold standard of qualitative research (Heigham & Croker, 2009). The preparation interview should be focused based on the data collection which has already done. But when the

researcher has already had a clear project about the problem in their mind, it would be needed to search the research literature that can be guidance on the research.

In addition, the type that can be considered by the researcher to help answer the research question. Those are one-on-one interviews, focus group interview, telephone interview, and e-mail interview (Creswell, 2012). In this case, the researcher collected the data by one-on-one interview. It would be done by interviewing the teacher and selected students in order to gain the data about the perception toward the Peer Collaboration by video call.

3. Documentation

Documentation is used to strengthen the observation. After knowing how the teacher delivery the peer collaboration to the students, the product of the students' writing will be the key document to know about the Peer Collaboration which is provided.

In this research, the researcher would take the 3 samples of students' writing to be analyzed. Those samples would be taken from students' rank in the previous semester. The 3 samples would be taken 1 from each student in high, middle, and low group. The researcher would provide the other students' writing in appendix. It would be the additional sample of the students' writing.

Many variations in the types of document itself. The guidelines for collecting document (Creswell, 2012), those are:

- 1) The types of documents should be identified.
- 2) Consider about the public documents and private documents as the sources of data collection.
- 3) Seek the permission from the owner for looking and analyzing the data in document.
- 4) Examine the documents for accuracy, completeness, and usefulness to answer the research question.
- 5) Record the information on the documents or scanning the data. In this research, the researcher will scan it as the strengthen research data.

1.11.5 Technique of Data Analysis

The data analysis which would be used by the researcher is based on the Miles & Huberman (1994) cited in Sugiyono (2014). That method shows that the analysis would be done on three activities or steps, those are data reduction, data display, and conclusion drawing/verification (Muhsin & Sastrawati, 2017).

1. Data Reduction

The first step in analyzing qualitative data is to reduce the data. In other words, summarize, choose the basics, focus on what's important, and look for themes and patterns (Sugiyono, 2014). Through interviews and documentation, researchers have collected data on peer collaboration on student report texts. The researchers then posted the data. Unrelated data to the research question was discarded. Unrelated data is data that is unrelated to the topic of the study but is relevant to the study. After collecting and reducing the data, the researchers displayed the data in a descriptive format.

2. Data Display

The second step is the data display. This is an organized and condensed compilation of information that enables reasoning and action (Miles & Huberman, 1994). When presenting the data in a reduced amount, it was guided to formulate the research problem. This step presents a set of structured and potentially conclusive information, as the data was obtained during the qualitative research and needs to be simplified without reducing its content.

3. Conclusion Drawing/Verification

The third step is to draw and validate conclusions. As the analyst progresses, so does the conclusion. The final drawing begins after the data has been collected by preliminary conclusions. In other words, the conclusions are continually analyzed and validated to give complete conclusions about peer collaboration at tenth grade of SMAN 4 Cirebon.

1.11.6 Research Timeline

This research is going to conduct in 3 steps. Those are doing proposal, analyzing the field of Peer Collaboration (by observation, documents, and interview), and analyzing data of the finding. The proposal has already approved by the 2 supervisors since February 2020. After having the SK from the faculty, the researcher would analyze the field of problem in Senior High School 4 Cirebon which follows the schedule of school activity.

Table 1.3: Research Timeline in Senior High School 4 Cirebon

NO	Activities	Date	Explanation
1	Asking permission for doing the research.	September 1 st , 2020	Accepted
2	Checking the students' class activity	September 2 nd , 2020	X-1 of science will be observed on Saturday 5 th of September 2020
3	Data Collection: Observation	September 5 th , 2020	The teacher explained about the material and feedback which will be got on their writing.
4	Data Collection: Documents study	September 6 nd , 2020- September 29 th , 2020	Done
5	Data Collection: Interview and Open-Response Questionnaires	October 4 th , 2020	Done
6	Discussion with the teacher then greeting	October 14 th , 2020	Done