CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers some theories as the basis of the discussion. It aims at gaining more understandings about the topic of the research study. The discussions in this chapter are some relevant theories of the study focusing on the peer feedback practices in writing English as a second language for.

2.1 Peer Feedback

2.1.1 Definition of Peer Feedback

Peer feedback is one of the crucial additives on the considering and repairing levels, has captured the pastimes of writing researchers (Lee, 2015). It's far now as one piece of the feedback and repairing procedure of ESL writing classes (Paulus, 1999). It can define as a casual process, where students are taught from each other by means of getting and giving feedback (Zundert, Sluijsmans, & Merrie, 2010). It is also viewed as a determining developmental process that gives writers the chance to talk about their texts and find out others’ interpretations of them (Hyland, 2000). Moreover, it allows college students to obtain an active function in the control in their very own studying (N. Liu & Carless, 2006). Thus, it can allow students to improve self-assess themselves as some skills are general to both peer and self-assessment (N. Liu & Carless, 2006). W. E. I. Zhu & Mitchell (2012), said that it provides opportunities for communication and cooperation of sense among second language learners. Likewise Hu (2005b) additionally stated that it is propped by using procedure writing concept that is related to more than one drafting, tremendous revisions, and couple work.
2.1.2 The Aspects in Peer Feedback

Johnson, Wilson, & Roscoe (2017) said that student in higher education can detect mechanical errors, but it is less clear whether they also take care of problems of cohesion, contradiction, or disorganization. Min (2006), beliefs have worried allow from recent studies on peer feedback training in L2 writing which suggests that students must give a fair treatment on form, content, organization, and genre in their feedback. That belief supported by G. L. Nelson & Murphy (1992, 1993) and Ruegg (2015) said that L2 students centered especially on surface language mistakes in their friends’ writing at the same time as ignoring global textual problems approximately content material, organization, oratory, and concept improvement. Contrary from global aspect J. Liu & Sadler (2003) said local elements of writing consist of reproduction enhancing, restatement, syntax and punctuation. Local aspect is the same as formal aspect such as vocabulary, grammar and mechanics (Rahimi, 2013).

Rahimi (2013) found that presenting and making use of more global remarks with the aid of the skilled students are redolent of the truth that for these college students writing content material and agency have precedence over the local factors. Min (2005) investigated that EFL writing practice, as well as peer feedback, have to help college students in growing and organizing thoughts, and expressing them in suitable language. Hu (2005) additionally determined out that students could offer beneficial comments about each symbolic problems and verbal communication use. Moreover, Roscoe, Snow, Allen, & McNamara (2015) research found that students often focus on superficial edits of mechanics and word choice, but ignore substantive
revisions related to ideas and organization. In Lundstrom & Baker (2009) observe inspecting the advantages of peer evaluation to providers and recipients of comments, contend that students who provide comments display extra development in global components of writing than folks who get hold of the comments due to the fact they are educated to assess a bit of writing more seriously.

2.1.3 The Strengths and Weaknesses of Peer Feedback

Some of the issues had been diagnosed to be connected to look feedback; the primary trouble has its line within the truth that students have part capacity of the language and its symbolic regulations, keep away from them from providing actual and beneficial comments, and additionally differentiating extremely good and bad feedback (Tsui & Ng, 2000). The second one trouble is that inexperienced persons generally tend to pay attention to surface mistakes whilst they may be assigned to touch upon their friends' writings (G. L. Nelson & Murphy, 1992). The third trouble may start from college students' bad attitudes in the direction of peer overview; they may be cold in the direction of their friends and provide over-crucial remarks on their writings (G. L. Nelson & Murphy, 1992). A few may additionally have a bad response to their friends' remarks (Guerrero & Villamil, 1994). The fourth trouble worries cross-cultural troubles; college students coming from various cultural backgrounds are possible to carry one of a kind sociolinguistic norms of interplay and one of a kind ideals approximately what is right writing; as an end of result, they will provide irrelevant comments in combined groups (G. L. Nelson & Murphy, 1992).
In contrast to the problems tapered out, peer feedback capable helpful for education, who might causethe diversity as of teacher feedback (Topping, 1998), peer feedback also be able to make students owned an improved thoughtful of their writing ability, to support mutual learning, to promote the rights of text (Tsui & Ng, 2000). In mutual peer feedback, college students touch upon every different written product to be able to enhance revised drafts and general writing capability through mutual scaffolding (Tsui & Ng, 2000; W. Zhu, 2001). Hu (2005) observed the feedback education activities involved discussions to reinforce up the students’ alertness of the value and fault of peer overview, exam and dialogue of legitimate and invalid peer comments and revisions samples, an exercise of reviewing and revising a textual content. Woo et al. (2013) stated peer feedback advanced an experience of a target audience, raised college students’ attention in their personal strengths and weaknesses, aid collaborative mastering, and fostered possession of textual content. College students regularly attention on superficial edits of mechanics and phrase preference, still forget about substantial revisions associated with thoughts and organization (Fitzgerald, 1987; Roscoe, Wilson, Johnson, & Mayra, 2017).

Peer feedback is useful because it permits college students to increase criticality and the capacity to critic work objectively in line with given requirements, a potential that can then be transferred to their personal work (D. Nicol & Macfarlane, 2006). However to sum up, peer feedback is a probable choice for enhancing FL writing that may be incorporated into learner-focused writing training and peer feedback additionally enables college students to increase metacognitive abilities, which includes
responsiveness in their personal errors whilst writing, in addition to group interplay and negotiation of meaning (Altstaedter & Doolittle, 2014).

2.1.4 Students’ Perception of Peer Feedback

The success of a writing practice method that upload in peer feedback as one important step within the writing procedure is associated with college students’ perceptions (Altstaedter & Doolittle, 2014; Carson & Nelson, 1996; Hu, 2005; G. L. Nelson & Carson, 1998; Tsui & Ng, 2000). one of the crucial functions of giving peer feedback is its impact on college students’ motivation to provide and obtain peer feedback as measured through their perceptions of the peer feedback revel in (Altstaedter & Doolittle, 2014). H. L. Andrade & Du (2005) resulted that the student perception facilitates them to detect their efforts, create a better satisfaction, earn a higher grade, and less stressful sense to use a rubric. College students indicated that rubrics are critical to their procedure as inexperienced persons, in addition to of their perceptions of evaluation and gaining knowledge of within the classroom (Reynolds-keefer, 2010). Carson & Nelson (1996) discovered a few perceptions of the Chinese language ESL college students when it comes to their contribution in a peer feedback revel in; particularly, the students stated an unwillingness to criticize drafts, to disagree with friends, and to claim authority. In this situation, it is useful that students, as peer editors, be acquainted with the importance of that specialize in each global and local factors in their companion’s writing so one can be capable of providing significant feedback. Lim (2013) studies confirmed that scholars identified the capacity of rubrics to lead them to recognize teacher’s expectations, mirror on their oral
manufacturing performances, and justify the grades being given to them through the instructor.

2.2 The Rubric Existence in Peer Feedback

2.2.1 Scoring Rubrics

A rubric is a scoring device that sets up out the particular expectations for a task (Stevens & Levi, 2013). Marzano, Pickering, & McTighe (1993), describe rubric as the device to assess varieties of better order mastering, including complicated questioning, facts processing, and powerful conversation. Rubrics are gear for comparing and offering to steer for college students’ writing (Stellmack et al., 2009). Therefore, a rubric is a powerful device for actual assessment due to the fact the use of rubrics it calls for a student to use what she or he has found out to a selected assignment (Montgomery, 2002). Moreover, rubrics are useful for lessons and assessment (H. G. Andrade, 2010). Current writing assessment rubrics in English embody each human and computer score structures (Rakedzon & Baram-tsabari, 2017). One of the main advantages offered by the utilize of rubrics is that they not only encourage improved regular evaluation on the part of the teacher, but that they are tools of great value in the acquisition by students of monitoring, self-evaluation and peer-evaluation competencies, allowing them to develop an enhanced understanding of their own learning process, which translates into an increased the growth of their independence and self-regulation (Stevens & Levi, 2013).

Eshun & Osei-poku (2013) and Panadero & Jonsson (2013) said rubrics can forward students’ knowledge self-regulation, making them reflect on the feedback find, sketch tasks, make sure on their own progress and review their work before it is presented, improving their act and falling anxiety levels.
Being mindful also that rubrics are not only useful as tools to grade the quality of students’ final papers, but also serve as a basis for the examination of and feedback on the learning process (García-ros & Pérez-González, 2011). Rubrics additionally keep time, supply timely, significant feedback for college students, and feature the capacity to end up a powerful part of the teaching and learning manner (Stevens & Levi, 2005). Consequently, rubrics help the educator to educate and handle instruction and assessment, and they carry the students to learn as well (Hima & Saputro, 2017).

2.2.2 Research on Rubrics

Osana & Seymour (2004), has supported the usage of rubrics in teaching and getting to know, comparing applications (Dunbar, Brooks, & Kubicka-miller, 2006; Knight, 2006), evaluating student effort (Campbell, 2005) and figuring out the effectiveness of guides and regions for development in practice (Dunbar et al., 2006). Crusan (2015), has constantly supported the use of rubrics, as he sells objectivity, consistency, reliability, and validity of the evaluation. Rubrics are reaching growing reputation in better training as a shape of genuine and goal evaluation (Knight, 2006). Moreover, rubrics could make a vital connection among training and evaluation through defining a successful work at the start of the task, instead of on the end (Bush & Timms, 2000). Hima & Saputro (2017) found that the best situation for the students was when the students were concerned in designing a rubric before the lecturer assigned them to write a paragraph.

Marzano et al., (1993), indicates that a rubric can be a powerful device for competencies evaluation. Turner & Upshur (2002) and Upshur & Turner (1995) argued that rubrics devised the use of L2 writing take a look at effects
are selected over the theoretically primarily based, that have been proven to supply ratings with low reliability and validity. Rubrics are one feasible option to figuring out the benefit and/or well worth of an assessment. They are bendy and may be specific or standard as wanted and maybe calmly or inconsistently biased (Dickinson & Adams, 2017).

### 2.2.3 Rubrics Form

Rubrics can be analytic defining ranges of overall performance for every general, or they will be holistic, measuring fulfillment for a task as an entire (Wiggins, 1998). Holistic rubrics verify the general satisfaction of a student writing results, presenting a single rating (Crusan, 2010). A holistic scoring rubric contains a single scale with all criteria to be included into the assessment being viewed together (e.g., content, organization, language use, and mechanics) (Hima & Saputro, 2017). At the same time as holistic rubrics present a demonstration of writing capacity, person writing factors are not evaluated. So despite the fact that scoring is extra efficient, clean feedback is not supplied for each writing overall performance standards are one after the other presenting college students with feedback on particular factors in their written products (Sundeen, 2014).

On the other hand, analytic rubrics outline particular stages of ability (Beyrelİ & Ari, 2009). The use of analytic rubrics calls for extra time funding through the teacher for improvement and implementation (N. W. Nelson & Meter, 2007). The analytic rubric is primarily based on a couple of scales for assessing writing and may be designed for a selected writing task, target audience, and motive (Crusan, 2010). This kind of rubric is powerful for classroom assignments even as it may present beneficial facts for teachers and
college students to apprehend regions of strengths and weaknesses additionally many results may be assessed on the identical time on this kind of rubric (Bryant, Maarouf, Burcham, & Greer, 2016).