

THE STUDENTS' PERCEPTION TOWARD THE IMPLEMENTATION OF PEER FEEDBACK RECEIVER IN DEBATE SUBJECT

Muthia Mutmainnah Darmuh, Erwin Akib
University of Muhammadiyah Makassar

Abstract

This study aimed to find out the students' perception as the spoken feedback receiver towards the implementation of peer feedback in Debate subject. The data collection was conducted from June to August 2016. The data was collected from 15 students of English Education Department year 2013 from 6 classes of Debate Subject. This study used qualitative research design in collecting data. The instrument which was used to collect the data was questionnaire. The questionnaire was distributed to 15 students of English Education Department from year 2013. The items of the questionnaire were open ended questions as qualitative questionnaire. Based on the findings, it finds that students gave the positive perception towards the implementation of peer feedback in Debate subject class either as spoken feedback receiver. Moreover, the students claimed that they have got many advantages during the implementation of peer feedback. This study also found out that this strategy was needed to be improved by the lecturers in terms of giving instruction, observing the class and evaluating the feedback from the students.

Keywords: *Perception, Spoken Feedback, Peer Feedback, Debate subject*

Introduction

In recent years, more lecturers have moved from Teacher-centered Learning toward a student-centered learning. Teacher-centered Learning is strategy when students put all of their focus on the teacher. The teacher talks, while the students exclusively listen. During activities, students work alone, and collaboration is discouraged. While when a classroom operates with student-centered learning, students and instructors share the focus. Instead of listening to the teacher exclusively, students and lecturers interact equally. Group work is encouraged, and students learn to collaborate and communicate with one another.

The shifting of those learning strategies also change the way in doing assessment to the students, the assesment is not only coming from teacher, but it can also from the student itself as the peer assesment. Peer assesment is a process through which students and instructors share in the evaluation of student work. It can have many different forms. Falchikov (2005: 112) stated that peer assesment deepens students' understanding of their own learning and empowers students to become more actively engaged and self-directed in their learning processes.

The way in doing the peer assesment is by

implementing the element of it, that is the peer feedback that would be helpful to students. Peer feedback refers to the practice of having a peer observe and provide feedback, commentary, suggestions or review of teaching practice, Peer feedback occurs when students offer each other advice about their work.

Peers who are the classmate for the students as the companion, study partners, socializers, and "scaffolders" can be the agents who deliver the feedback. The approach is called by peer feedback. Peer feedback derived from the terms of peer spoken feedback and written feedback (Anderson, 2010: 2).

According to Hattie & Timperley (2007: 81), during the language teaching and -learning process, feedback is needed by the students as the "conceptualized information" focusing on students' performance and understanding to improve their language skills ability.

Furthermore, the motivational meaning aims to motivate students to increase the general behavior meanwhile the reinforcement meaning purpose to give the rewards or punishments for students which also provided with the information used by a student to improve his or her performance with the informational meaning (Nelson & Schunn, 2009: 376). Peer as agent can be delivered the feed-

back in two modes; spoken and written, both of spoken and written feedback has drawbacks and benefits (Rollinson, 2005: 24).

In addition, one of the ways in which students internalize the characteristics of quality work is by evaluating the work of their peers. However, if they are to offer helpful feedback, students must have a clear understanding of what they are to look for in their peers' work. The instructor must explain expectations clearly to them before they begin.

Moreover, based on observations that researcher has done in six classes of English Education Department Muhammadiyah University of Makassar, the peer feedback model above also implemented in teaching and learning process of the Debate subject. Debate subject was one of the new subject which was taught to the fifth semester students in 2015 at English Education Department of Muhammadiyah University of Makassar. Therefore, as the subject, it also can attract the interest of student to participate in debating tournament to engage with other students from different universities.

Based on the explanation above, the researcher then thinks that it is an important thing to know the student's perception toward the implementation of Peer feedback itself. Student perceptions are needed to know on the basis that the student as the object of the learning process. After knowing the perception of students, hopefully, the appropriate adjustments can be made to the success of the learning process in Debate subject as suggestion to the teacher and further information will be helpful as the development of debate as a subject in English Education Department of Muhammadiyah University of Makassar.

Review of Literature

In language learning and teaching process, feedback can be used as provided specific information and have the correctional point of view in students' errors" (Hattie & Timperley, 2007: 81). Through that way may increase the quality of students' language ability and its development. Students tried to reflect on their workings by looking on the feedback they got. Received feedback is divided into two kinds; summative and formative (Hyland, 2006:77).

Both types feedback has different focus. While summative feedback is focusing on production or for that task or performance, for-

native feedback concerns on students' future task or performance and the development of their ability. This type of feedback is usually given by the teacher as the assessment on students' performance. On the other hand, the formative feedback aims to correct the students' errors and focus on the improvement on the students' writing ability. Formative feedback is quiet similar with corrective feedback or also known as error correction. The purpose of this feedback is to increase the number of students' knowledge by telling the students' mistakes (Anderson, 2010:22).

Give feedback as soon as possible after the completion of the learning task. Show students how feed-forward comments can be incorporated into subsequent performance. Sometimes, temporarily withholding feedback is needed to allow the students to internalise and process the demands of the task (Hattie & Timperley, 2007). Particular style and Language that should be using when giving feedback. This is a very important aspect of feedback and relates to the way in which students may or not use feedback. Research suggests that comments on students' tasks are frequently written in language that makes sense to the lecturer but which is not accessible to the students. Inevitably, if this is the case, feedback will remain a one way transmission from the lecturer which will have little to do with the students' subsequent behaviours.

A debate is a structured argument. Two sides speak alternately for and against a particular contention usually based on a topical issue. However, each person is allocated a time they are allowed to speak for and any interjections are carefully controlled. Since 1997, Debate has become one of the famous competition among students at high school or even collegian students in U.K, Europe, United States of America, and more countries in the world, include Indonesia (Finkel, 2010:6)

In recent years, more lecturers apply debating in their learning and teaching process with various models such as; classroom debate, pro and cons, debating model, and etc, to improve student speaking skill in English which is elaborated with the ability of students in analyzing the problem or issues, and also to boost up the critical thinking of students itself.

The reasons why do debating are importance are; it is an excellent way of improving speaking skills and is particularly helpful in

providing experience in developing a convincing argument. Those of you who are forced to argue against natural point of view realize that arguments, like coins, always have at least two sides.

Secondly, The process of debate offers profound and lasting benefits for individuals, for societies and for the global community as a whole. With its emphasis on critical thinking, effective communication, independent research and teamwork, debate teaches skills that serve individuals well in school, in the workplace, in political life and in fulfilling their responsibilities as citizens of democratic societies. Once students have learned how to debate, they are better able to critically examine the pronouncements of their political representatives and to make informed judgments about crucial issues.

The Peer feedback refers to the practice of having a peer observe and provide feedback, commentary, suggestions or review of teaching practice, Peer feedback occurred when students offer each other advice about their work and performance in the classroom, in the real context which was applied in debate subject, lecturersgavetime to the students act as debaters and play debating as parliamentary debate, they practice and do their performance in front of the classroom. After they did their performance, there were feedback from lecturer and also students as peers. The feedback could be in written or speaking mode.

Peer feedback can be done at any time during the course of a project. It can be used as a starting point to get ideas, or can be structured to give students feedback in the middle of the project so they can revise their work based on their peers' input. It can also be helpful to get peer feedback before ateacher conference, so the work is more refined and has been looked at by others. Peer feedback can be given at multiple stages during a larger project or during the course of a written project that uses the writing process steps. A peer feedback form is needed so students are focused on giving the right kinds of feedback and know what the expectations of the conference are.

Hyland (2006) in her study *"Feedback on Second Language Student's writing"* believed that while using peer written feedback, teacher attached the students to collaborative learning. The result of the study also relates to the research problem of the researcher would

like to find, that is the strategic of teacher in modeling the peer feedback in the classroom.

The shifted method of teaching caused the students as the center of teaching and learning activities make them to study collaboratively. Accordingly, while implementing peer feedback, students may work in pair or in a group three or four. Students have two roles in this delivering feedback technique; as a sender or as a receiver. They have to do what the teacher asked and give their work to the student-reviewer. After receiving the feedback from their peer reviewer, student can recheck the feedback given. This process leads the students to be able to read critically and after all can reflect on their own writing and think about the student reviewer's feedback. Feedback can be accepted, rethought, or even declined".

However, Hattie & Timperley (2007: 82) found in his review of Educational Research *"Power of Feedback"* found that the potential of feedback is strongly related to the quality of the feedback and, unsurprisingly note that the most improvement in student learning takes place when students got "information feedback about a task and how to do it more effectively and is clearly related to the learning goals. The result of the study above can inform that, it's possible to know the student's perception both as receiver and sender of peer feedback as the research problem that is proposed by the researcher.

However, Ren & Hu (2012) in their research *"Peer review and Chinese EFL/ESL student writers"* stated that there are some obstacles while implementing peer written feedback includes students' cognitive and psychological and revealed that peer only give the written feedback in the surface area, it might be caused by the students' limited knowledge in target language and its' rhetorical. Through that way may increase the quality of students' language ability and its development. Students tried to reflect on their workings by looking on the feedback they got.

Received feedback is divided into two kinds; summative and formative. Both of these types feedback have different focus. While summative feedback is focusing on production or for that task or performance, formative feedback concerns on students' future task or performance and the development of their ability. Summative feedback usually deals with the assessment for the students itself.

This type of feedback is usually given by the teacher as the assessment on students' performance. On the other hand, the formative feedback aims to correct the students' errors and focus on the improvement on the students' writing ability. Formative feedback is quite similar with corrective feedback or also known as error correction (Hyland & Hyland, 2006:77).

Although giving feedback was merit with students' language skills ability, there were still so many questions related to this issue. The questions were about the changes of students' performance before and after receiving feedback including the changed area; the best way to deliver feedback to students; the long-term benefits on students' performance after get error correction and form focused feedback. The result of previous researches above can contribute as prior information for the researcher to actually believe that there will be also possibility to find and to know the student's perception toward the implementation of peer feedback in Debate subject of English Education Department year 2013 at Muhammadiyah University of Makassar.

The method used in this research was qualitative method, It was along with the objective of this study was to identify students' perception towards peer feedback. It was intended to investigate students' response about the implementation of peer feedback in debate subject by the lecturers in English Department, Muhammadiyah University of Makassar. In detail to its practice, the writer was pinpointing the students' perception when the students as receiver, as sender, and the strategy of the implementation of peer spoken feedback. Qualitative research refers to process-oriented methods use to understand, interpret, describe and develop a theory on a phenomena or setting. It is a systematic, subjective approach used to describe life experiences and give them meaning.

The variables of the research were the students' perception as feedback receiver and feedback sender, and students' perceptions on the teacher strategy in implementing the Debate subject.

The participants of this study were the students at English Education Department in Muhammadiyah University of Makassar year 2013 who had taken the debate subject. There are ten classes of English Education Department year 2013. Moreover, the researcher took

participants from six classes which the lecturer had implemented the peer feedback activity in their classes when they learned Debate in their debate subject in fifth semester. The researcher selected fifteen students as participants from divers' classes of them who were actively attended the class and fulfilled the qualification.

Before distributing the questionnaire to the participants, it had been consulted to the consultant and did pilot study in order to ensure that the questionnaire was appropriate to use and could cover the students' perceptions about the implementation of peer feedback in their debate subject. Data Collection Procedures for Questionnaire. There were three steps in collecting data from questionnaires: (1) Constructing questions for the questionnaires. (2) Conducting the pilot study to some respondents, and (3) Administering the fulfilled questionnaire.

The researcher did in analyzing data was to identify the data which had gotten from the questionnaires. The data was analyzed by using the qualitative method. The steps can be seen as follows: (1) Collecting all the questionnaires. (2) Reading/memoing. As the first analytical step, all the questionnaires were read. (3) Describing. The next step, describing, involved developing comprehensive descriptions of the participants, the setting and, the phenomenon studied in order to convey the rich complexity of the research. The descriptions were based on the collected data. (4) Classifying. The data analysis was basically a process of breaking down data into smaller units, determining their import, and putting the pertinent units together in a more general, analytical form. (5) Interpreting the result to be presented in the report. Moreover, the researcher also used calculating the percentage of the students' score to take data and supported the findings of the data. The formula was :

$$P = \frac{F}{n} \times 100$$

Notation: P : Rate Percentage

F : Frequency of the score

n : The total number of students

(Sudjana, 1999 in Supriadi, 2015:28)

Findings

The result of this aspect has aimed to answer the first subsidiary research question "what is

the students' perceptions as the spoken feedback receiver in Debate subject". It consisted 3 questions which occurred in questionnaire.

a. Question Number 3

The question number 3 was aimed to ensure that the students have received spoken feedback: "During the learning and teaching process of your debate subject, have you received feedback from your classmate? If yes, is it spoken feedback form?"

Total	Number of students have received spoken feedback from their classmate	%
15	15 students	100

All the participants answered that they have received feedback and it was in spoken form.

b. Question Number 4

The question number 4 was aimed to know the student's perception after receiving feedback; "If you have received spoken feedback from your classmate, what do you think about it? Do you like receiving feedback or not?"

The table above showed the result was 80% from the students (15 students) had positive responses and perception about receiving feedback. They stated that they like receiving feedback given by their peer, because the feedback that they got referring to their strengths and weaknesses, their peers were able to give them comment, compliment, and suggestions

Total	Number of students have positive response and perception about receiving feedback	%
15	13 students	80

about two major points; their performances e.g. fluency, smoothness and clarity in their speech, and the content within their speech e.g. points of arguments and responses.

Moreover, others' students' perceptions are firstly, by receiving feedback, students could be able to identify and to know what is needed to be improved in their performances after they did practicing in debate subject. Secondly, feedback from their peers could be motivation to improve their speaking skill in debating.

The table above showed that two of students had different perception. They stated that peer feedback was helpful for them in

Total	Number of students have either positive and negative response and perception about receiving feedback	%
15	2 students	20%

terms of getting feedback by their peers which has responsible to assess their performances when they were practicing, but, the content of its feedback were still relative, if the peers were good enough in assessing and observing, the quality of feedback can be qualified, therefore, if the peers were not very attentive to their peers' performances, it was only be questionable and unclear feedback. It was because some students were still inexperienced in giving feedback, sometimes, they only gave comment without suggestions, or even they were not able to elaborate their ideas through appropriate reasons or justifications.

c. Question number 5

The question number 5 was aimed to get perceptions of students in terms of the effectiveness of peer feedback as a kind of evaluation towards other's students' performances; As the feedback receiver of peer feedback, do you think it was an effective in giving evaluation toward your performance in Debate subject? Why yes or why not?

Total	Number of students have positive perceptions about the effectiveness of peer feedback	%
15	15 students	100

The result of the table above showed that 100 % from the total of participants have positive perceptions that peer feedback can be as an effective feedback to provide evaluation toward student's performances when they do debating practices every meeting. The reasons are firstly, (n=8) students perceived that receiving peer feedback was important to their learning, and how they reflected on the feedback they had given to peers as they formed their own responses to discussion questions. Moreover, other students (n=7) stated that peer feedback is an effective way to involve others student's participations in learning, because students have responsibility to pay attention to others' students performance.

Conclusion

The respondents of this study gave their positive perception toward the implementation of peer feedback as spoken feedback receiver. The positive judgment from the respondents comes not only from the students' statement agreement and the aspects in the subsidiary research questions but also from the advantages which they got while the implementation of peer feedback.

As spoken feedback receiver. Students gave their positive perception. They claimed that they have got feedback from many perspectives, easily understand why they make the errors, give the possibility to learn with peers, get an opportunity to practice their speaking skill, and being more motivated to prepare their presentation before practicing.

References

- Anderson, T. (2010). *The Effects of Tiered Corrective Feedback on Second Language academic writing*. The University of British Columbia.
- Curriculum Corporation, Assessment for Learning Education Service of Australia Retrieved on February, 29th, 2016, from : http://www.assessmentforlearning.edu.au/professional_learning/peer_feedback/peer_reflection_evaluation.html.
- Duncan, N. (2007). Feed-forward": improving students' use of tutor comments, Assessment & Evaluation in Higher Education. Vol.32. wlv.ac.uk.
- Eu, S. L. (2013). *A Qualitative Study of Second Language Writers' Response to and Use of Teacher and Peer Feedback - a proposal*.
- Falchikov, N. (2005). *Improving Assessment Through Student Involvement: Practical Solutions for Aiding Learning in Higher and Further Education*. Routledge, New York. Cornell University: Center for Teaching Excellence
- Finkel, V. (2010). *Mad Training Handbook*. The Monash University of Australia.
- Gay, L. R. 2006. *Educational Research: Competencies for Analysis and Applications*. New Jersey: Pearson Merrill Prentice Hall.
- Grove, B. a. (2003). *Research Design and Methodology*. University of Johannesburg
- Hattie, J., & Timperley, H. (2007). *Power of Feedback*. Review of Educational Research.
- Hyland, F. (2000). *ESL Writers and Feedback: Giving More Autonomy to Students*. Language Teaching Research.
- Hyland, K., & Hyland, F. (2006). *Feedback on Second Language Students' Writing*. Open University of Hong Kong: Language Teaching Research
- Lahey, B. B. (2009). *Psychology: An Introduction*. McGRAW-HILL.
- Marzano, (2012) *Designing Effective Projects: Teacher and Peer Feedback*. Intel@Teach program Mc leod, saul. (2007). *Simply Psychology*. Retrieved on March, 1st, 2016. From <http://www.simplypsychology.org/perception-theories.html>
- Miao, Badger, & Zhen, (2006). *A Comparative Study of Peer and Teacher Written Feedback in A Chinese EFL Writing Class*. Science Direct.
- Morgan, D. L. *Focus Groups the Qualitative Research*. Beverly Hills: SAGE Publications, 1988.
- Nelson, M. M., & Schunn, C. D. (2009). *The Nature of Feedback: How Different Types of Peer Feedback Affect Writing Performance*. Pittsburgh: Learning Research and Development Center.
- Ren, H., & Hu, G. (2012). *Peer Review and Chinese EFL/ESL Student Writers*.
- Rollinson, P. (2005). *Using Peer Feedback in the ESL Writing Class*. ELT Oxford Journals.
- Ross, J. F. (1995). *Human, Psychology of Adjustment and Human Relationship*. New York : Random House
- Santrock, J. W. (2005). *Psychology Essentials 2*. McGRAW-HILL.
- Spiller, D. (2012). *Assessment: Feedback to Promote Student Learning*. The University of Waikato.
- Sultana, A. (2009). *Peer Correction in ESL Classroom*. BRAC University Journal, VI.
- Sudjana. (1996). *Metoda Statistika*. Bandung: Penerbit Tarsito
- The International Debate Education Association (IDEA), *International Debate Education Association*. Retrieved on February, 30th, 2016. From <http://idebate.org/about/debate/formats>