

Chapter One

Introduction

This chapter discusses several points like background of the study, identification and limitation of the problem, formulation of the problems, purposes of the research and significances of the research.

Background of the Study

Writing is one of activity that cannot be separated from daily life especially in education life. Writing is not only about stringing up the word into sentence but also about a processing to pour the ideas so that the ideas found in writing can be delivered well to the reader. Everyone can do writing not only people who are involved in education life or people who have high degree but also everyone who has the ideas can distribute their ideas in writing.

Sometimes, some students get the difficulties when doing writing. The difficulties that the student often found in writing were ideas, usage of proper sentence, and grammar. According to Glynn (2005) the difficulties of the pupils in writing include self directed techniques for generating words relevant to the content of the script, the use of writing frames to generate and organize ideas and articulating process goals for establishing the way in which the end product is to be achieved. Based on the researchers' friends and the researcher experience as the students, the students often got the difficulties in the first year semester, because they felt surprise when they got a task from the lecturer for writing a paper. In this situation, vocabulary that the students have was still little; their grammar was not good enough so that it can disturb writing process. On the other

hand, a minimum of ideas can disturb the writing process too. Based on same factors above, spirit of the student in writing can decrease or may be lost. So, the students felt that role of the teacher was needed to increase the students' spirit in writing.

The students experienced from first semester got a task from the teacher to write a paper as a final semester assignment. The students had to decide the title for their paper and then they had to determine the ideas. The students often found out obstacle in ideas. The problems did not only stop in ideas but also the problem continued to the lack of vocabulary, structure of sentence and grammar was one of the obstacles during writing. Knowing the students obstacles, the teacher gave an opportunity for the students to consult their writing. From the consultation with the teacher, students knew about their mistake or weakness in writing. On the other hand, the students also thought that role of teacher in giving feedback helped the students to increase the motivation of the student in writing. Based on the students experienced, teachers' feedback could support students' writing development and keep the students' confidence as a writer. Feedback on student writing provided the students about the clarity and impact of their writing. Once based on the students experienced when they received feedback while they were writing, they were more inclined to use it to revise and edit their drafts. They also had an immediate opportunity to try out the suggestions in their writing, allowing for meaningful application of what they have learned from the feedback.

Teachers' feedback can be given in oral or written depending on the teacher. From

that case, the researcher investigates what the students' perceptions towards teachers' feedback in writing class are from students at the first year semester.

To answer that question, the researcher investigated how the student at English Education Department perception toward teachers' feedback in writing class. Researcher thought that this problem as a topic.

Identification and Limitation of the Problem

Perception is one of impression which is produced by observation an object. Perception between one and each other is different. The differences are based on the experience and the environment where the people live in. There are types of perception. First, past perception is called memory perception. Second, recent perception is called imagination perception. Third, future perception is called anticipative perception. Here, the researcher made a limitation on students' perception toward teachers' feedbacks in writing class. The students' perceptions based on their experienced in writing class at the first semester. For the place, the researcher took a place at English Education Department, Universitas Muhammadiyah Yogyakarta. It was so time consuming if the researcher investigates in teachers' feedbacks toward students' writing in general way. Whereas, there was a limit time to do the research. So, the researcher investigated about the types and the effect of teachers' feedbacks toward students' writing only.

Formulation of the Problem

The formulations of the problem in this research are:

1. What are students' perceptions toward types of teachers' feedback in writing class at English Education Department of Universitas Muhammadiyah Yogyakarta?
2. What are the students' perceptions toward the effects of teachers' feedback on student writing at English Education Department of Universitas Muhammadiyah Yogyakarta?

Purposes of the Research

Based on the formulations of the problem, the purposes of this research can be framed as follows:

1. To find out the student perception towards types of teachers' feedback in writing at English Education Department of Universitas Muhammadiyah Yogyakarta
2. To investigate students' perception toward the effect teachers' feedback on student writing at English Education Department of Universitas Muhammadiyah Yogyakarta

Significances of the Study

For the teachers. This research is hoped to give knowledge for the teacher whether giving teachers' feedback for student writing is important or not and giving information about the effect of teachers' feedback toward student writing. So they can maximize their contribution in giving feedback to the students.

For the students. Through this research, researcher hopes that student understand about the types of teachers' feedback toward student writing. So, they can maximize the use of teachers' feedback to increase their writing skill.

For the researchers. This research is hoped can help the researcher to develop the knowledge about teachers' feedback in writing class and it can be further research to correlate teachers' feedback not only in writing class but also in other skill like listening, reading and speaking.