Chapter One

Introduction

This research discussed about Student Perception Toward Teacher Written Feedback on Their Writing Assessment at ELED of Private University in Yogyakarta. Chapter one is divided into six points, the first one is Background of the Study, the second is Identification of the Problem, the third is Delimitation of the Problems, fourth is Research Question, the fifth is Research Objective and the sixth is Significance of the Research, and the last is Organization of the Chapters.

Background of the Study

Teaching and Learning English have four skills, there are Listening, Speaking, Reading, and Writing. Those skills are related to each other and cannot be independent. Meanwhile, students need to master all of those skills. According to Uma and Ponnambala (2001), mastering language skills will determine the student communicative competence in the target language.

One of the difficult skills need to be mastered by the students' is writing skills. As Richard and Renandya (2002) state that writing is the most difficult skill for second language and foreign language learners. However, writing is essential, it brings a lot of advantages since writing help the student to express one personality, help communication, develop thinking skills, make logical and persuasive arguments, provide and receive feedback. Writing is important because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't to be able to communicate well with other people.

Writing has a unique position in language teaching since its acquisition involves a practice and knowledge of three other skills, such as listening, speaking, and reading. In the process of writing, they have to use cognitive skills, they have to analyse their sources and then synthesize them in

compact piece of writing. One of the best ways to attract students to writing is to let them write at the beginning of the learning process as freely as possible and evoke in them the feeling of creativity. Creative writing obviously can play a crucial role in the development of writing skills.

Usually, the students' have difficulties while doing the writing, like making a good and right form of English sentences. The difficulties do not only concern on finding the right words and using the correct grammar, but also on finding and expressing an idea in English (Raimes, 1993). For this reason, students' in ELED of Private University in Yogyakarta may have some trouble in build the sentences since they do not think as English native speaker when they write so that it often occurs that in build the sentence made by them, the tenses are English but the sense or logic is Indonesian.

Moreover, regarding to students lack of knowledge on how to make a good sentence, teacher at ELED of Private University in Yogyakarta has given writing feedback on their writing assessment. Some students feel helped so they can evaluate their assessment based on feedback given by the teacher to do better next time, the other student seems does not really care about the feedback so they just ignore it, and the other are confused with the feedback because some teacher give the feedback in various ways like just giving a sign or underlining the wrong words without write the explanation about students mistake in their writing.

Related to those background, this paper is made to fulfil the research about Student Perception Toward Teacher Writing Feedback on Their Writing Assessment at ELED of Private University in Yogyakarta.

Identification of the Problem

Based on the background above, the statement of the problem associated with the research are explained in the following paragraph.

The first problems are students writing proficiency. There are three categories that make writing difficult for the students. The first is Linguistic Difficulty. Linguistics aspect like grammar, vocabulary, language use and choice of sentence in writing must have fully monitoring. The second is Physiology Difficulty, which more focuses on the writer's difficulty because there aren't direct interaction and feedback from the reader when they are writing. This difficulty more focuses on difficulty in develop written material or content of composition. The third is Cognitive Difficulty. Writing has to be thought through formal instruction like spelling, punctuation, capitalization and paragraphing.

The next problem is student action in responding toward teacher written feedback. Some of the students doesn't really care with teacher written feedback. They often think that the assessment they have done before are not really important, because they think the most important things is to submit it, it doesn't matter how much they get the grade. Whereas, looking at teacher feedback is crucial since it help student to evaluate their work to do better next time. However, some other students are confused through teacher written feedback. Usually, the students are confused about the answer of their mistake, because some teacher giving feedback in different ways like just giving a sign or just underlining the wrong words.

Delimitation of the Problem

In this research, the researcher focuses on types of written feedback provided by the ELED teacher toward students' writing assessment. To make this discussion more detailed, the researcher limit the problem. Firstly, the researcher only explores the types of written feedback

that teacher has given to the ELED students. Secondly, the researcher investigates the ELED students' action in responding teacher written feedback.

Research Question

Based on the explanation in the background, the research question is:

- What are the types of written feedback students received from their teachers?

- What are student actions toward teacher written feedback?

Research Objective

The purpose of this research is to investigate the role of written feedback on student writing assessment at Private University in Yogyakarta. Related to the research question above, the focus of this research is to identify the types of written feedback provided by the ELED teacher toward student writing assessment and what are students' actions toward teacher written feedback.

Significance of the Research

For the teacher, the findings of this research can help to give positive contribution in improving teaching method and strategy of writing teachers, especially in providing effective written feedback on students' writing so that they are encouraged to develop their writing skills.

For the students, it is hoped that by knowing the results of this study, they will be able to improve their writing skills by implementing various strategies in responding the teacher written feedback.

For the next researcher, it is hoped that the results of this research can stimulate the next researchers who are interested in the similar topic and give contribution as references in the in-depth study of feedback for further researchers.

Organization of the Chapters

This research consists of three chapters, Chapter one discusses about the description of the research. It consists of Background of the Study, Identification of the Problem, Delimitation of the Problems, Research Question, Research Objective, and Significance of the Research. Chapter two discusses about Literature Review that highlight the framework of the research based on the other researchers. Moreover, by identifying every keyword in this research. Chapter three consists of Research Design, Research Setting, Research Participants, Data Collection, and Data Analysis.