

Chapter 1

Introduction

In this chapter, this research discusses background study of this research, and the reason why the researcher aims to reveal the reaction of the students after getting feedback and types of feedbacks preferred by them.

Background of The Study

Currently, to educate foreign language learners by applying student-centered learning is more suggested rather than teacher-centered learning. Several teachers consider that student-centered learning is valuable to develop students' vigour in learning, such as, encouraging the students to be more active (Garrett, 2008). Garret (2008) said that teacher-center learning makes the students will be passive to participate in classroom.

In student-centered learning, the role of a teacher in classroom is essential such as giving feedback to the students. Feedback is essential steps on educating the students. This is in line with Hattie and Timperley (2007). They stated that feedback is a movement of the teacher to influence the students in their study and achievement; however, feedback also can contribute negative or positive improvement for the students. Thus, by offering feedback in student's project or activity, teacher can comprehend where and which skill should be advanced step by step.

There are various methods to give feedback. However Taufiqulloh, Yuvita, and Imam (2016) conveyed that although there are many kinds of

teaching method to give feedback, the most effective way is peer and teacher's feedback. This feedback is significant to improve students' work as the students can learn and engage in the process of teaching and learning such as commenting students' work, giving their opinion, and criticize their friends' work.

In holding student-centered learning, on teaching writing to the students, there are numerous strategies, and weekly journal activity is an example. According to Tuan (2010), weekly journal activity is an effective movement to improve students' writing ability. The procedure of weekly journal activity in this study is by instructing the students to apprehend some journal articles or novels, and getting them to respond some questions which are provided by the teacher. Weekly journal activity applies stimulating task to build up students' motivation to read more particularly to transfer fundamental knowledge for the students on writing (Guthrie, et al., 2006).

Weekly journal activity is used as an activity by some teachers at English Education Department of Universitas Muhammadiyah Yogyakarta. Based on the observation after doing weekly journal activity at English Education Department, feedback, which is handed over by the teacher, has significantly essential role on improving student's ability especially on writing context. For example, the students will more understand how to write correctly. Usually after obtaining the feedback, the students must read and review the comment of the teacher. The students are welcomed to ask a question to the teacher if the feedback is unclear. However, each teacher has various methods on giving feedback to the students which create different reactions each student. That is why the emphasis of this

study is to reveal what kinds of feedback students prefer and what students' reactions are after receiving the feedback in weekly journal activity.

Identification and Limitation of The Problem

From several classes at English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY) which use weekly journal activity as students' activity, most of the teachers put the feedback in students' work without delivering additional evaluation such as oral feedback. One of the teachers at English Education Department of Universitas Muhammadiyah Yogyakarta deemed that giving oral feedback one by one to the students will take too much time. The teachers reveal that giving feedback without putting additional feedback, such as oral feedback, is a strategy to educate the students to be self-directed learner.

Unfortunately, the language of the feedback that teachers wrote sometimes was mixed language such as using local language whereas half of the students were outside of Java and may not understand Javanese language. Every now and then, most of the students only put the feedback in their bag without reading and identifying their mistakes. As a result, those students still had same errors as previously.

That is the reason why this study only focuses on two main cases which consist of what kinds of feedbacks that students prefer on weekly journal activity, and what students' reactions are toward the feedback on weekly journal activity which has been implemented at English Education Department of Universitas Muhammadiyah Yogyakarta.

Research Questions

Based on the background of this study, this study possesses two research questions.

1. What are students' reactions toward feedback on weekly journal activity at English Education Department of Universitas Muhammadiyah Yogyakarta?
2. What kind of feedbacks do the students English Education Department of Universitas Muhammadiyah Yogyakarta prefer to receive for their writing on weekly journal activity?

Purposes of The Study

The purpose of this study is firstly to explore students' reaction toward feedback on weekly journal activity which has been used by the teacher at English Education Department Universitas Muhammadiyah Yogyakarta as the result can help the teacher to know the psychology of the students after getting feedback. Secondly, another objective is to investigate kinds of feedback which are preferred by the students on weekly journal activity.

Significance of Study

This research is expected to extend some benefits for the researcher, the students, the teachers, and other researchers.

Researcher. This study can develop the understanding of the researcher regarding the steps on giving feedback such as giving feedback based on the students' proficiency

Students. This study can broaden student's knowledge on writing when the student enrolls in weekly journal activity such as paying more attention the grammar, the content, and structure of paragraph. Also this study will be more useful as a reference for student to comprehend teaching method who desires to be a teacher.

Teachers. This study can be an indication for the teacher on giving feedback such as providing some examples of appropriate feedback to comment students' work. Moreover, this research also can be a source for a teacher on teaching reading and writing, stimulating, or designing the class.

Other researchers. This research is expected to be useful for other researchers to support their study especially about feedback.

Outline of The Research

This study comprises of three chapters. First chapter discusses the background of this study, research problem, benefit, and purpose. Furthermore, the first chapter deliberates why the problems can come up. This study also provides a step that should be followed if a teacher willingly uses a weekly journal activity in improving student's writing skill.

Chapter two of this study highlights the framework of this research based on other researches. Moreover by identifying every keyword in this study, the

reader can comprehend easily if the scope of this study is feedback on weekly journal activity. On this chapter, this study also provides the definition of weekly journal activity by citing some opinions from other studies, the kinds of feedback which students prefer, and the reaction of the students after getting feedback.

Next chapter illuminates the scheme of this research to collect the data, and this chapter will give details about participants which are used in this study. Additionally, this chapter also describes how the data can be collected and the reason why this study uses that method. Afterward, this study affords the reason why this study chooses the participants. The research design of this study will use qualitative approach, and to accumulate the data, this study uses in depth-interview.

Chapter four of this study discusses the finding and discussion. This chapter also puts and cites the statements of the participants to make the finding are understandable. Furthermore in Chapter five, this research sums up all the findings to answer the research questions and give recommendation to the reader which is expected to be useful as a reference.