

Chapter One

Introduction

This section would emphasize the explanation of this research especially about its background. There were some important points that would be presented in this chapter. This chapter discussed the background of the problem, the statement of the problem, delimitation of the problem, research question, objectives of the research, and the significances of the research.

Background of the problem

Writing has been referred to as the most difficult skill of learning a foreign language. Those statement has been supported by Emilia (2009), “a difficult skill, especially for students who learn English as a foreign language”, (p. 15). Meanwhile, writing also played a significant role in the process of language learning. According to Aminloo (2014), writing activity was creativity that went from having a direct idea, preference, and independence. It means that writing is an imaginative skill. Concerning the complexity of writing, errors in students’ writing cannot be avoided. However, making an error could be found as a crucial part of the writing process because errors could lead the students to a better way of writing. Ferris (2011), to avoid students’ errors in the writing process, “student needs distinct and additional intervention from teachers to bridge these gaps and develop strategies for findings, correcting, and avoiding errors in the writing issues”, (p. 9).

In mastering effective writing need a lot of contributions and efforts, not only for the students but also the teacher. The teacher has an important role to achieve a successful activity in writing class. Hyland (2006) mentioned that providing feedback was the other way or strategies that come from the teacher with aim to improve students’ writing performance. Teacher feedback

was expected to help students to minimize or even eliminate some errors that appear in their writing. “Besides, in language learning and teaching processes, the teacher plays a role as a feedback provider” (Harmer, 2007. p. 116), then teacher would become person who should encourage and provide positive responses toward students’ writing.

However, Wena (2011) stated that in the practice of giving feedback, its given feedback sometimes was not clear because the inconsistency of the teacher on giving feedback. It could be so, because the teacher was giving the feedback to many students and it happened in front of the class and the teacher only give it once. Therefore, Brookhart (2008) mentioned that feedback could be powerful if it was done well, and effective feedback could lead to better writing. Additionally, Razali and Zupri (2014, p. 65) added that feedback was “brought positive changes on students’ writing.” Therefore, feedback which the students had received provide the information about what was good and what thing that still need to be improved, so that they could re-write and take the suggestion for their final work in writing activity. That statement was supported by Purnawarman (2011) who stated that students who receive feedback from their teacher would pay more attention to what they have written. However, feedback was useful for students when it is given to students during the writing process. It was because students could learn their errors in writing and revise their writing based on teacher feedback

Teacher feedback in the writing process was expected to give a significant improvement in students’ writing. As stated by Emilia (2011), the consultation process was important to give students feedback about their writing, which would be important for the students’ writing development. Teacher written feedback in the writing process was acquiesced by both teachers and students. Written feedback also reviewed on small details errors included vocabulary,

grammar, referencing, and language used. Razali and Jupri's (2014) study reveals that all types of teacher's written feedback encourage student revisions.

The feedback provided by the teacher was one of the most important factors in enhancing students' writing. Numerous researchers had investigated this topic including researchers in Indonesia. The first related study was conducted by Mahfoodh and Pandian (2011) by selecting undergraduate students as a respondent. The result showed that the students perceived their teachers' written feedback as useful and very important for the development and the students wanted their teachers to focus on all aspects of written texts when they provide written feedback. The second related study was conducted by Dowden et al. (2013) by choosing undergraduate students to be participants as well. The result also showed students' emotions strongly mediated their perceptions of written feedback. The past researcher collected the data using semi-structured interviews, think-aloud protocols, teachers' written feedback, and students' written essays whilst the present study uses an online interview to collect the data. Moreover, past researchers only focused on written feedback in general whilst the present research focused on teacher's written feedback in writing class.

Based on mini observation that the researcher has conducted previously before collecting the data, the teachers in the English Education department of the Private University in Yogyakarta used written feedback to correct students' writing in writing class. The researcher found many problems with the teacher's written feedback provided in writing class at the English Education Department of Private University in Yogyakarta. Some students were not satisfied with the kind of written feedback given by teachers. For example, when teachers wrote a correction on student's papers, the correction was not detailed, although the students needed the explanations in detail. Teachers often provide feedback inconsistently. It means that the teacher

only provided feedback directly, and occasionally in front of the class. The written feedback given in student writing will greatly assist students in remembering and understanding errors in each student's writing, so the writing becomes correct. The objectives of this research were to discover what types of written feedback from lecturer's students desired and to explore how students perceive the usefulness of written feedback from lecturers.

Identification of the Problem

The existence of the written feedback is required in English learning, however, there were several problems related to students in EED of Private University in Yogyakarta who were dissatisfied with the feedback given by the teacher. First problem is the EED students got difficulties in dealing with unclear feedback that did not directly state the revision which was needed. Some of them did not understand the feedback given by the teacher and did not know what to do. Next problem is students also thought sometimes feedback was over helming and they had to read between the lines to comprehend what was being said. Third problem is the students' writing did not have any significant improvement and would not do the same mistakes. The misunderstanding of the students made them unsuccessfully revise their work in response to the teacher's feedback. Therefore, the written feedback given by the teacher must adjust to the needs of students. Sometimes, some learners keep on repeating the same mistakes, and to achieve accuracy in writing, which is grammatically demanding. The teachers realized that it was really hard for the students.

Therefore, to find out kinds of teachers written feedback that needed by EED students and students' response to the importance of teacher written feedback, the researcher conducts research entitled "Students' Perceptions Toward Teacher's Feedback in the Writing Class". By

conducting this research, teachers were expected to examine students' wants and know the best way to give written feedback. Meanwhile, students are expected to recognize feedback has great advantages to the learner's work. This research aims to explore students at EED of Private University in Yogyakarta who wants to receive written feedback and responds to the importance of teacher written feedback.

Delimitation of The Research

In this research, the researcher was focus on the written feedback kinds and its importance. In EED, the teachers there usually provided written feedback toward the students' task. Then, to made this research effective, the researcher would limit the explanation of the study to a certain extent. First, the researcher only analyzes the kind of teacher's written feedback that the students want and the importance of the teacher's written feedback in writing class. Considering the limited resources and the problems were quite broad, the researcher focused on teachers' written feedback that became students' need. The participants of the research were six students from EED at one of the Private Universities in Yogyakarta.

Research Questions

Based on the background and the problems that appeared, the research questions were formulated as follows:

1. What kinds of teacher's written feedback do students want to receive?
2. How do students perceive the importance of teacher's written feedback?

The Objective of the Research

Built on the investigation inquiry, the objectives of the research were:

1. To find out what kinds of teachers' feedback wanted by students.
2. To investigate how the students perceive the importance of teacher's written feedback

Significance of the Research

This research was supposed to give some advantages to students, teachers, and other researchers.

Students. By reading the research, the students could expect that as a student, they would get teacher's proper feedback to improve their writing ability. The students would do their works more carefully and consider their teacher's feedback more seriously.

Teachers. This research was useful and a helpful source for the teachers in teaching English by using teacher written feedback. The study would help teachers of writing to promote the ideal feedback provided in the writing class. Moreover, by noticing students' difficulties in receiving feedback and their preferences in getting feedback, the teacher could make suitable changes to meet the need of students in writing.

Other researchers. The other researcher who read this research could get some benefits to conduct another research on the same topic. Other researchers could absorb information from this research that could be useful to enrich knowledge, especially about teachers' written feedback. Is expected to be a reference for those who want to conduct research from other perspectives and goals.

