

## **CHAPTER ONE**

### **Introduction**

In this chapter, the researcher discusses the background of the research, the statement of the problem and delimitation of the problem. Next, the researcher also states the research questions, the objectives of the study, and the significance of the research. The last, the organization of the chapter is also explained at the end of this chapter. Further explanation of this chapter is as follows:

#### **Background of the Research**

For most students, writing activity, especially writing a research proposal is still a problem. They may find difficulties in expressing ideas and finding the best form for it in English. In this case, feedbacks from lecturers are very crucial. They help students to overcome this kind of difficulties by giving various feedbacks toward students' draft of thesis so that the students can improve and make better writing for their thesis.

Students who write research proposal need teacher's feedback. Research proposal is a piece of writing made in research methodology class as a requirement before the student writes an actual thesis to attain a *sarjana* degree. Sometime research proposal can also called as thesis proposal because some of the students taken their research proposal as their topic for thesis.

Feedback is a great help improve students' proposal writing skills. Feedbacks are any responses from a teacher in regard to a students' performance or behavior, in the form of verbal, written or gestural. The purpose of feedbacks is

to improve students' performance. Felder & Brent (2001) argued that the process of learning should include student's comprehension of the course goals, learning method, views of learning, students' enthusiasm, and teachers' feedback. Those experts also said that those factors were needed to provide effective learning processes, and feedbacks also take an important part of it (Felder & Brent, 2001).

Bitchener (2005) said that if the inaccuracies are ignored in the early phases without given any response, it will be harder to deal with them in the future. Therefore, feedback should be given to students because it is useful for learners. If the teacher corrects the errors of the students' proposal, it surely helps the pupils to learn the mistakes on their proposal writing. Learning from their teacher's criticisms will help the pupils avoid the same mistakes in the future.

The feedback brings two effects; positive and negative effects. It is supported by Kartono and Chaplin (1997) who say that after the process of perception there are positive reaction and negative reaction. The reaction is a positive effect when the students can accept and learn the feedback from teacher and do not make mistake again. It can be concluded that if the students are able to learn from the teacher's feedback, it will help improve their writing skills. On the contrary, if the students are not able to learn from the teacher's feedback, it will only give negative effect.

According to researchers' experience at the English Language Education Department (ELED) of a private university and informal interview with other students of an English as a Foreign Language (EFL) Class, particularly Research Methodology class, it is revealed that there are many problems faced by students

of Research Methodology Class regarding to the feedbacks that the teacher gives such as difficulty in reading and interpreting teacher's note on their proposal. Most students respond negatively to the feedback because it puts them in an uncomfortable situation and can be embarrassing if the teacher gives feedback in front of the class. Many of them just skip the Research Methodology class and stop working on their proposals. This phenomenon is quite interesting, and therefore the researcher is interested to investigate this phenomenon more deeply on the students' perception toward the feedbacks given by the teacher in an EFL Class, specifically Research Methodology Class

### **Statement of the Problem**

There are some problems that can be seen from the elaboration of the background of the research above, they are:

First, many students are misunderstanding about teachers' feedback toward their research proposal. In result, many students have negative opinion towards the feedbacks given in Research Methodology Class and lead them to be lazy in the class, have hatred to the teacher and also lead them to leave the class. However, few students have positive feedback and view teachers' feedback as an aid or help to improve their thesis draft writing. They are charged with spirit, and finish their thesis in short time.

Second is by what method the teacher gives feedback. The teachers have to choose the manner of giving error feedback in the most appropriate and most effective for each students, because different student has different brain ability to perceive the feedback. The feedback from teachers can be positive or negative.

Student has various reactions when receiving feedback, some of them just looking their mark, but others reading the feedback carefully and asking the teacher if they find the feedback not clear. So, a conclusion can be drawn that the ways of teacher in giving feedback will have a foremost effect on students' opinion.

The third factor was the source of feedback. There were three sources of feedback, teacher's feedback, peer feedback and self-directed (self- evaluation) feedback. The first feedback source is teacher. The teacher aids the students by making some guidelines of how to write in a good way and check the all the content for mistakes.

The most common way teacher corrects the students' writing is by facing the students one by one and then discusses it face to face. Another source of feedback is Peer feedback. This type of feedback is a method to give information of suggestion, comments, and errors correction one by one consultation between a student and a student. The last feedback source is self-evaluation. This last method forces the students to evaluate their own works. Students are force to find their own mistakes and errors, the students are expected to remember what mistakes they have done and avoid making the same mistakes later on. It means the source of feedback will also create the students' perception on it.

### **Delimitation of the Problem**

To discuss all problems about feedback is not possible because of the limited time and resources, therefore the researcher in this study focuses only on students' perception toward the Research Methodology teachers' feedbacks. In addition, the study is focused on qualitative using individual interview as the data

collection.

### **Research Question**

The main purpose of this research is to find students' perception toward the teachers' feedback in Research Methodology class. Therefore, the research questions for this study are:

1. What are students' perceptions on the teacher's feedback given by the Research Methodology class teacher?
2. What are the types of feedback given by the Research Methodology class teacher?

### **Objectives of the Study**

The objectives of this study are:

1. To find the students' perceptions on the teacher's feedback, and
2. To find the types of feedback given by the Research Methodology class teacher.

### **Significance of the Research**

It is expected that the result of this study can give contribution toward the following parties:

**The students.** The students who learn in Research Methodology class will improve their thesis writing by having a clearer perception about the teacher's written feedback. They can be accepted and positive perception about feedback. It is also expected that the students will have other meaningful perceptions towards teacher's feedback.

**The lectures.** This study consists of some information related to teachers' feedback. From this information, lectures may find the best method in delivering

feedback and how to deliver those feedbacks so it can be accepted well by the students.

**The other researcher.** The researcher hopes that this study can inspire another researcher to organize the same research about teacher's written feedback or other topics related to feedback to enrich the existing resources.

### **Organization of the Chapter**

This research consists of five chapters, and each chapter has subchapters. The chapters are introduction, literature review, research methodology, finding and discussion, and the last is the conclusion.

Chapter 1 is Introduction. This chapter provides some introduction to the research. The sub-chapter of this chapter are Background, Statement of the Problem, Delimitation of the Problem, Research Question, Objectives of the Study, Significance of the Study and Organization of the Chapter. Chapter 2 discusses the review of related literature. This chapter consists of some definitions of about the keywords used in this research and conceptual framework used in this paper.

Chapter 3 discusses the Research Methodology. This study elaborates the scientific method used to conduct the study. Chapter 4 discusses the findings during the study. This part elaborates all findings obtained from the study and analyzes the findings to answer the research questions stated in chapter 1. Chapter 5 contains the conclusions of the study.