Chapter One
Introduction

This chapter discusses 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 the activities that cannot be separated from daily life especially in education life. Writing is not only about stringing up words into a sentence but also about processing to pour ideas found in writing that can be delivered well to readers. Everyone can do writing not only people who are involved in education life or people who have high degrees but also everyone who has 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 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 distrub writing process. On the other hand, a minimum of ideas can distrub 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 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 onr 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 to increase the motivation of the students 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.

Feedback is part of learning proses that has power to improve students' achievement. Brookhart (2008) said that feedback is an important aspect in learning process. It is part of teaching and learning activity where teacher gives students information regarding their task to make it improved. It can be said that given information in feedback completes what is missing on students task or perfomance to improve their knowledge or ability.

Since the composing practices and needs of English as Second Language are different from those of native English-speaking writers (Kraples, 1990; Silva, 1993), research is needed that specifically examines the impact of multiple drafting, revision, and peer review feedback on both ESL students' revisions. Brainstorming, journal writing, feedback practices, revision, and final editing are all steps in this process during which the teacher and students can read and respond to the writing into the final product. Based on the Faigley and Witte

(1981) asserted that it is only when a revision in some way improves the text's quality can it be considered successful.

At English Language Education Department (ELED) of a private university in Yogyakarta the teachers of Writing Class apply feedbacks for students' writing. They provide feedbacks on the students' writing based on the mistakes found in the writings. And after the feedbacks are given, the works are then given back to the students. The students get the feedbacks from the teachers.

Based on the researcher observation during her study, she observed that there were several types of responses showed by the students after they got the feedbacks. Some looked happy because they smiled when looking at their works with the feedbacks in it. Some the other looked unhappy when receiving their works. It could be seen from their facial expressions which shows tense faces. When asked, the students said that they got confused with so many feedbacks from the teachers, and some of them said it is good and they corrected their writings right away after getting the feedbacks. Therefore, from the facts and phenomena above, then, the researcher is interested in conducting research entitled" Students' Perception on Teacher Feedbacks towards Students' Writing Ability at English Language Education Departement of a Private University in Yogyakarta"

Limitation of the Problem

There are some problems identified by the researchers dealing with the feedbacks provided by the teachers on students' writing. First, some students feel unhappy because they directly judge their writings as bad after looking at many feedbacks in their works. They felt they have worked so hard but still there are many mistakes. Students also feel confused due to some 'unclear' feedbacks they got. They felt that sometimes the feedbacks were not so

clear. The other problem is that the students seem to be demotivated because the feedbacks are too many so that they felt they would not be able to do the corrections.

From the above problems, then, the researcher will only limit on her study on the Students' Perception on Teacher Feedbacks towards Students' Writing Ability at English Language Education Departement of a Private University in Yogyakarta". This will explore the benefits and the disadvantages of teachers 'feedbacks to the students 'writing improvement.

Research Questions

The formulations of the problem in this research are:

1. What are the benefits of teacher' feedbacks toward students' writing ability?
2. What are the disadvantages of teachers 'feedbacks towards students writing ability?

Purposes of the Research

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

1. To find out the benefits of teacher feedback toward students' writing ability.
2. To explore disadvantages effects of teachers 'feedbacks towards students writing ability.

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 influence of teachers' feedback toward students' writing. So they can maximaze 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 maximaze the use of teachers' feedback to increase their writing ability.

For the reseachers. This research hopefully can give information about the significances and side effects of teachers 'feedbacks on the students works. Therefore, it can be a reference for other researchers especially the students of the ELED at one of the private universities in Yogyakarta who want to conduct the research in the same or similar area of the research.

Outline of the research

This part presents the outline of each chapter in this research to reveal an accurate discussion of the main problem of the research. All of these parts are related to each other. This research consists of five chapters. The following show the content covers in this research, such as:

The first chapter explains the introduction of the research that contains some parts such as the background of the research includes some reasons why the researcher is interested in investigating this topic. And also, it includes identification and limitation of the problem in appropriates this topic. According to the background, the researcher mentions a research question to answer all of the problems in this research. Next, the researcher provides an objective related to this research. Then, the researcher also explains the significances of the research. It also presents the benefits of the research to some parties. The last is the outline of the remaining chapter is given.

The second chapter discusses the literature review and conceptual framework. There are several parts discusses in the literature review, and also the previous studies related to this topic of the research.

The third chapter discusses the research methodology include the design of the research, setting of the research, participants of the research, data collecting instrument of the research, data collection procedures of the research, and the analysis of the data.

The fourth chapter explains the findings and discussion of the research. There is the result of the interview which the researcher show the finding such as the transcription of the interview, the coding, and selection of the points related in this research and discussion. This chapter includes the explanation of the findings and conclusion of the research.

And the last is the conclusion in chapter five. The researcher explains the conclusion that presents the summary of this research. It provides several recommendations for the fifth chapter.