

CHAPTER I

Introduction

This chapter consists of several sub-chapters which are an overview of this chapter. The first sub-chapter is the background of the research, the research background is an explanation of the problem and the reasons why this chapter needs to be explained. The second is the identification problem, the identification problem would be stating the main problem which is the focus of this research. The next chapter is the delimitation problem. The last is the research question, the objective of this research and the significance described in this chapter.

Background of the Research

Writing is one of the skills learned in learning English, especially for the English as a Second Language (ESL). According to Harmer (2007), writing is considered a productive skill along with speaking. In Writing, students can learn about vocabulary, grammar, planning, and many others. Apart from that, writing can also help improve other skills such as reading, speaking, and listening because they are related to one another. In writing, students are asked to pour words so that they form a sentence which will later become a paragraph and meaningful writing. According to Alostath (2021, as cited in Kellogg, 2001), writing is a cognitive skill that requires memory presence, thinking abilities, and verbal command; to be able to express their ideas and themselves successfully.

With good writing skills, students can more easily write something, for example, writing an undergraduate thesis. Good writing skills make it easier for students to find ideas and ideas for their writing to produce good writing. Writing skills are very important for students who are learning English because they help the students to be good writers such as writing the thesis as the final assignment in undergraduate degree (Sabat & Slamet, 2019).

To be able to write good writing, students need the teacher to help in writing. Written feedback is one of the methods that teachers can use to help the student in writing. According to Mack (2009), written feedback given by the teacher can be in the form of corrections, statements, or comments that are written on students' assignments. Teacher's written feedback is one of the important types of feedback to help encourage students' ability to learn writing skills. Silver and Lee (2007) view the teacher's written feedback as a crucial variable in the process approach as it helps to pinpoint students' strengths and weaknesses and helps them to be better motivated during the writing process.

Universities in Indonesia have requirements for undergraduate students who will complete their studies to write an undergraduate thesis to graduate (Turmudi, 2020). While writing an undergraduate thesis, the teacher has a role to help the students give feedback in students writing to help the students write. However, some students struggle with their writing. Also, some feedback is given by the teacher to the students either making the students write better or confused.

Identification Problems

At the English Education Department at a private university in Yogyakarta, an undergraduate thesis is a final assignment given to students to graduate. The undergraduate thesis is one of the student assignments in which students' abilities and skills will be assessed from the writing. The undergraduate thesis is the kind of writing that is required to do in college or university (Turmudi, 2017). Writing is a necessary process for learning English, so to be able to write students need to learn and practice writing in English. That means for students at the English Education Department in a private university in Yogyakarta, thesis writing requires a process to be able to complete it properly. It is in the process of writing a thesis that the role of the teacher in helping students by providing written feedback on their writing on the undergraduate thesis is very much needed.

At a private campus in Yogyakarta, teachers help the students to write a good undergraduate thesis by providing written feedback on their writing. Written feedback given to students is given in various forms and ways so that students can easily understand it. Yilmaz (2009) defined written feedback as an important teacher's task in the form of written commentary to fix students' mistakes. Teachers' written feedback that is useful is written feedback which can meet the criteria and is based on the reader so that readers can understand and improve their writing. Appropriate written feedback can help encourage students' writing skills so they can improve their writing (Peterson, 2010). Written feedback should be effective,

helpful, clear and easy to decode and understand, and the criteria for success should be clear to students (Hodges, 1997; White, 2007).

Based on some students' experiences the researcher knows who has already written an undergraduate thesis and received written feedback from the teacher. The researcher received information that not all teachers' written feedback received by students can make them improve their writing to be better. There are several teachers' written feedback which makes students confused and keep making mistakes similar to their previous mistakes. That's why the researcher wanted to research how the teachers' written feedback can help students in writing an undergraduate thesis.

Delimitation of the Problems

This research focuses on how written feedback can encourage students to write undergraduate theses better and finish them correctly. The focus of this research is on how the teacher provides written feedback to the students to increase student encouragement in learning the material presented. This study focuses on finding out the impact teachers' written feedback is given to the students in writing an undergraduate thesis.

Research Questions

In this research, the researcher formulates two research questions involving:

1. What aspects of writing that teachers give through written feedback on students' writing?
2. What are the criteria for effective written feedback does help students improve their writing?

The Objective of the Research

The objectives of this research are:

1. To find out what aspects of teachers' written feedback are through the students' undergraduate thesis.
2. To find out the criteria of effective feedback given by teachers that enhances students' ability on students in writing an undergraduate thesis, according to students' perspectives.

Significance of the Research

The results of this study are expected to be useful for teachers, students, and other researchers. The significance of the study is listed below.

Teachers

The results of this study will provide information about what criteria of written feedback can help students so that teachers can guide students in writing an

undergraduate thesis. Through understanding teachers, how to give written feedback to students properly so that they can encourage students to how to write an undergraduate thesis. Teachers will have several considerations before they apply written feedback to students in their assessments. Therefore, teachers will better understand how to provide appropriate written feedback to students to be able to monitor student progress during learning using the feedback method.

Students

Through this research, students will provide useful information for learning effectiveness and also increase student encouragement and increase students' writing quality in writing an undergraduate thesis. Students will know more about what kind of written feedback can increase their encouragement in writing their undergraduate thesis. In addition, this research is useful for changing students' perspectives on teachers' written feedback, so the student can be wiser in receiving feedback from the teacher and learn from mistakes.

Other Researchers

This research is expected to provide new insights into teacher perceptions in delivering written feedback to students and the effect of negative feedback on student learning encouragement. Also, the result of this study can be used by other researchers as a basis for developing further research.

Organization of the Chapter

There are three chapters on this research. The first chapter is about the introduction of the research. In the first chapter, the researcher will write about the introduction of this research which contains the background of the research, identification problems, research questions, objectives of the research, and the significance of the research. The second chapter is about the literature review. The literature review consists of the meaning of teachers' written feedback, understanding of student encouragement of writing an undergraduate thesis, the relationship of written feedback with the student in learning to write an undergraduate thesis, application of written feedback, benefits, and challenges of delivering feedback and several previous studies. The third chapter discusses the research methodology. The methodology section is divided into six sections. Namely, research design, research setting, research participants, data collection techniques, data collection procedures, and the last is data analysis.