

# CHAPTER I

## INTRODUCTION

This chapter presents background, research questions, and objective of the research, scope of the research, and significance of the research.

### **A. Background**

Feedback plays an important role in motivating further learning as it informs learners about the result of their learning or their needs for improvement. It has been under the researchers' microscopes since the 1970's. Consistently, researchers have found that when teachers effectively employ feedback procedures, they positively and often powerfully impact the achievement of their students. In fact, Raihany (2014:35) points out that feedback are essential for improving both teaching and learning. It enables the teachers to find out what extent they have been successful in their teaching and what they need to do to make their teaching more effective. Feedback also influences learning in that it provides an opportunity for learners mainly EFL learners to know what they need to do in order to improve. In line with this statement, Penaflorida (in Essay: 2016) clarifies that teacher written feedback plays an essential role in a student's writing process. It helps students "identify their own strengths and weaknesses, which, in case of the latter, will make students know how to go about improving themselves and become effective writers". Teacher feedback, if addressed effectively, can also contribute to students' overall second/ foreign language acquisition.

The influence of teachers' feedback on the improvement students 'writing skill also depends on the students' perception. Pratiwi (2016:57) confirms that the students may have positive and negative perception toward the feedback given by the teachers. It is because the students have individual differences that may have a direct impact on students' expectations

and reactions to teacher feedback. Students who have positive perception try to incorporate usable teacher's feedback and avoid making the same common errors.

In the contrary, not all of the students will consider feedback as a good input for their writing improvement. Lounis (2010:33) clarifies that students only sometimes respond to the teachers' feedback. On many occasions, they merely glance at the red monster: the marks, lines, circles, symbols, etc, that their papers are spotted with. They, then, fold the papers, put them somewhere in their bags and never offer them a second look. Even worse, they sometimes crumple and throw the papers which the teachers had spent nights considering. For these learners, the feedback meant nothing but a criticism and an underestimation to their writing abilities. They never looked at its lighter side, the one of improving their writing. It indicates that the students do not take the feedback into account. Zhan (2016:7) also reported that most studies on students' reactions to teacher feedback find out that it may reduce students' motivation if they do not receive what they expect from teachers. Only if students read and take seriously teacher feedback it can be successful in helping students improve their writing.

In line with Zhang (2010), Pratiwi (2016), and Lounis (2016) the students' perception to the teachers' feedback can be seen at the students at English language study program of Khairun University. Based on the researcher's preliminary research some of the students confirm that the teachers' feedback is very useful for the writing improvement. They can know their strength and weaknesses in writing because the teachers provide what should be revised. On the other hand, some of the students inform that sometimes the teachers' feedback makes them unmotivated to learn writing. When they see many red marks spotted on their writing they feel frustrated because they are confused and do not understand how to revise the feedback. It indicates that the students have positive and negative perception on the teachers' feedback.

Therefore, it is important for the teachers to know the students' perception and preferences on their feedback. An awareness of students' perception to teacher feedback can help the teachers to adjust their feedback, taking into account relevant contextual factors to engender positive student responses, to cater to student needs, and to bring about long-term beneficial effects on student writing (Zhan: 2016:8) . Without understanding how students feel about and respond to teacher feedback, teachers may run the risk of continually using strategies on giving feedback. As teachers give feedback on student writing, it is crucial that student responses to the feedback are fed back to teachers to help them develop effective feedback practices. Also, many scholars have suggested that how students receive feedback on their writing and their preferences for feedback should be carefully considered, understood and acknowledged by teachers (Ferris, 2012, p. 229 in Zhan: 2016).

Considering feedback becomes a crucial for the students' writing improvement, this present research tries to investigate the students' perception of the teacher's feedback on their writing performance. This research investigated the students' perception on the teachers' feedback and the real practice of the teachers' feedback in writing classroom. The findings of this research reveal agreement and discrepancies between what students prefer and what they receive. The research will also provide some implication for developing teachers' ways of providing written feedback in the Department of English Language Education Study Program of Khairun University in similar contexts.

## **B. Scope of the Research**

This research focused on the students' perception and on the teachers' written feedback given to the students' writing.

## **C. Statement of the Problem**

Based on the background above, the statement of the problem was formulated as follows: What are the students' perceptions towards teachers' written feedback on their writing?

#### **D. The Objective of the Research**

The objective of the research was to find out the students' perceptions towards teachers' written feedback on their writing

#### **E. The Significance of the Research**

##### **1. Theoretical Point of View**

Hopefully, this research can contribute the expanding theories of writing in English.

##### **2. Practical Point of View**

The findings are expected to give contribution to:

###### **a. English Teacher**

This research will provide English teacher with a clear description of feedback on writing, especially how the students perceive and interpret the feedback given. Hopefully, after knowing the result of this research, the teacher will be improving their techniques in giving feedback. As a result, their feedback can more effectively improve the students' writing.

###### **b. Students**

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

###### **c. The other researchers**

The researcher hopes that this study can inspire them to conduct further researches about teachers' written feedback or other topics related to feedback to enrich the existing study.