

# CHAPTER I

## INTRODUCTION

### A. Background of Research

In learning English, writing is one of the crucial skills which must be mastered by students. Ramelan (1992) states that writing is an important tool for communicating ideas in written or printed symbol, as found in books, newspaper, magazines and letters. Moreover, writing can be used by students as a tool for self-expression, a means of expressing their feelings. Nevertheless, Murray states that writing is a process not a product. This means that a piece of writing is always possible to review and revise in many times.

In line with the process of writing, the students have to face a long process of writing. According to Harmer (2004:4-6), there are four main elements in writing process, namely; planning, drafting, editing and final version. It is possible that in the final version, there are many differences from the plan and the draft has been made before. It happens since there are feedback given which cause many changes in editing process.

In order to accomplish the desired results of good writing, feedback is often given. Hyland and Hyland (2006) states that feedback has long been regarded as essential for the development of second language writing skills, both for its potential for learning and for student motivation which can be divided into teacher feedback, peer feedback, self-evaluation and computer-mediated feedback.

Teacher feedback is considered to be important for the students' writing. Magno and Amarles (2011) conducted a research which focused on teachers' feedback practices in second language academic writing classrooms in a university in Manila, Philippines. There were three categories of teachers' feedback in students' writing that were examined in this research, including feedback on form, content and writing style. The finding of the research showed the importance for the students to understand the feedback and know how to do something with the feedback so that the feedback could improve the quality of their writing. The teachers of academic writing need to be more consistent with their feedback and adapt it to their students' language needs and their ability to self-correct. Furthermore, the teachers are encouraged to keep giving feedback to their students' writing as those feedbacks were proved to be useful for the students.

By understanding the importance of teacher feedback on the students' writing, it is also crucial to know the students' perception toward teacher feedback in writing class in order to find out the kind of feedback that is useful for the students. Therefore, the researcher is interested to conduct a research regarding to the students' perception toward teacher feedback in writing class to the sixth semester students of English Education Department of Universitas Muhammadiyah Purwokerto since they had experienced in receiving teacher feedback in the previous writing classes.

## **B. Reasons for Choosing Topic**

The researcher chooses the students' perception toward teacher feedback in writing class as the topic of this research. This topic is finally chosen because of several reasons as follows.

1. Writing is one of the crucial skills that have to be mastered by students.
2. The role of teacher feedback on the students' writing.
3. Discovering the students' perception toward teacher feedback on their writing

It is crucial to gain more information regards the opinion among the students in order to understand their thought and feeling toward teacher feedback which affects their writing.

## **C. Problems of Research**

The problems of the research are:

1. What is the students' perception toward teacher feedback in writing class?
2. What are the students' reasons about their perception toward teacher feedback in writing class?

## **D. Objectives of Research**

The objectives of the research are:

1. To find out the students' perception toward teacher feedback in writing class.

2. To investigate the students' reasons about their perception toward teacher feedback in writing class.

## **E. Clarification of the Terms**

The title of this research is "A Research on Students' Perception toward Teacher Feedback in Writing Class". There are several terms that will be clarified in order to understand this research easily, namely; perception, feedback and writing.

### **1. Perception**

Perception is a process of selecting, organizing and interpreting information (Schmitz, 2012). This process includes the perception of select stimuli that pass through our perceptual filters, are organized into our existing structures and patterns, and are then interpreted based on previous experiences. Although perception is a largely cognitive and psychological process, how we perceive the people and objects around us affects our communication. Based on the explanation, it can be concluded that perception is constructed as a result of individual observation towards certain things or events occurred around them which will produce certain perception. The perception then affects their attitude towards certain matters or objects.

### **2. Feedback**

Feedback as viewed by Keh (1990) is fundamental element of a process approach to writing. It can be defined as input from a reader to a

writer with the effect of providing information to the writer for revision. Based on the definition, it can be concluded that feedback plays an crucial role in the writing process in which it guides the writer in revising their writing.

### **3. Writing**

Writing as viewed by Brown (2001) is a thinking process which can be planned and given with an unlimited number of revisions before its release. Based on the explanation, it can be concluded that writing is a process not a product which can be revised in many times to obtain a good writing.

## **F. Contribution of Research**

This research is supposed to provide several benefits not only for the teachers but also for the other researchers.

### **1. For the Teachers**

- Teachers could use this research as a reference toward the activity of giving feedback in writing class.
- The finding of the research will create teachers' awareness of the use of teacher feedback in writing class in order to establish positive perception toward teacher feedback among students.
- The finding of the research will be able to help the teacher to improve their technique in giving feedback. As a result, their feedback could improve the students' writing effectively.

## 2. For the Other Researchers

- The finding of the research could be replicated by other researchers who are interested to conduct a research which is related to the students' perception toward teacher feedback in writing class or other topics related to feedback in different occasion or context.

### **G. Scope of Research**

This research is only focused on two types of teacher feedback, namely; oral and written teacher feedback. The scope of this research is the respondent who will take a part in this research. The researcher limits the scope only for the respondents who had experienced in receiving teacher feedback on their writing in writing class.