

CHAPTER I

INTRODUCTION

This chapter provides an overview of the study's introduction. It outlines the background, highlighting the context and importance of the research. The chapter also details the study's objectives, emphasizing its primary focus, and presents the research questions. Additionally, it elaborates on the study's theoretical and practical significance.

1.1 Background of the Study

Effective writing instruction is critical in educational contexts, yet many students struggle to develop proficient writing skills. Teachers' written feedback is central to addressing this issue, a cornerstone in the writing process. Study highlights that feedback plays a significant role in enhancing students' writing abilities. However, its effectiveness often depends on the beliefs and practices of the teachers delivering it (Shute, 2008).

Teachers' beliefs about written feedback—its purpose, goals, and delivery—shape their practices in the classroom. As AlBakri (2016) notes, these beliefs are primarily influenced by teachers' personal learning and teaching experiences rather than formal education. Understanding these beliefs is essential for improving feedback practices and fostering better writing outcomes for students.

However, providing effective written feedback is not without its challenges. Teachers must balance constructive critique with the need to maintain students' engagement and motivation. Common barriers include limited time, large class

sizes, and differing educational philosophies about the role of feedback in learning (Lee, 2019). These complexities highlight the need to explore how teachers navigate these challenges while staying true to their beliefs about feedback.

Despite its usefulness, teachers' beliefs in providing written feedback can change. These beliefs are shaped by various factors, with personal language learning and teaching experiences being the most influential (Al Bakri, 2016). These factors often impact the practice of delivering written feedback to students, sometimes resulting in less-than-optimal outcomes. Regional differences also play a significant role in shaping teachers' beliefs about written feedback. For example, a study by Windy Wahyu Purnomo et al. (2021), which included English teachers from regions such as Java, Bali, East Nusa Tenggara, and Sumatra, found that the written feedback provided by these teachers did not always align with their beliefs.

While numerous studies have explored teachers' beliefs about written feedback, its impacts, and the challenges they face, a study that focuses specifically on teachers' beliefs about written feedback and the challenges faced by EFL teachers in Indonesia remains limited. This study seeks to fill this gap by investigating how teachers' beliefs influence the provision of written feedback in writing classes and the challenges they encounter.

1.2. Objectives and Questions of the Study

This study aims to investigate teachers' beliefs and challenges faced by teachers in providing written feedback. The following questions serve as a guide for this study:

1. How do teachers' beliefs influence their approach to providing written feedback in a writing class?
2. What challenges do teachers face when providing written feedback in a writing class

1.3. Significance of the Study

The results of this study are expected to provide significance both theoretically and practically.

1.3.1. Theoretical Significance

The findings of this study contribute to the understanding of teachers' written feedback in writing classes by exploring their beliefs and the challenges they face. These findings can serve as a reference for future studies that investigate feedback practices and their impact on student learning and performance.

1.3.2. Practical Significance

Practically, this research can assist teachers in reflecting on and improving their feedback practices to enhance student outcomes. Moreover, it can help institutions develop training programs that support teachers in providing effective feedback while addressing common challenges in writing classes.