

CHAPTER I

INTRODUCTION

A. Background of Research

Writing is one of the most essentials productive skills of a language. It is one of the most effective ways to meet the need for expressing ideas and thoughts. In daily life, people produce various kinds of written texts including essay, reports, and emails which have mainly communicative purposes. In terms of language education, teaching how to write is an important task both in native and foreign language teaching classes. Writing is often used as a means of reinforcing language that has been taught. Therefore, students have come to realize the importance of writing as an independent medium of communication they need for a wide range of purposes in or outside the classroom.

However, writing won a little interest from the learners' side compared to other skills especially speaking. This might happened as a number of students find difficulties when they start producing written sentences in a foreign language. While students are composing new text in a foreign language, they may create various types of structural or rhetorical errors. In this case, these students may need the guidance of their teachers in the form of feedback to assist students in improving their writing skill. However, in second language instruction, identifying the scope and the format of providing feedback for students' writing has always been controversial.

Response to student writing has been a source of interest and debate in the L1 and L2 writing field. In the discussion of response to student writing, it is agreed that teacher response has a significant impact on student writing development. Most research focuses on the most common type of teacher feedback, which is written feedback. Furthermore, many feedback studies have included the student factor in the research, focusing on learners' views of teacher response. Researchers have stressed the importance of understanding how students perceive teacher feedback. Without considering student perceptions of teacher feedback, teachers may run the risk of maintaining feedback practices that are less effective. Thus, it is crucial that teachers give effective feedback and those student views of teacher feedback also bounce back to teachers to help teachers develop reflective feedback strategies (Lee, 2008a).

The teacher's feedback to students' writing is a key component and a crucial part of the writing process. It is used as the guide which the students follow throughout the writing process and the means which enables them to produce readable final product. However, what makes the teacher get worried is the fact that the students tend to overlook and ignore the teachers' feedback on their writing. For some students, the feedback meant nothing but criticism. They were not presented with an appropriate or motivating way that could make them lost interest in whatever comments made. The teacher's method in providing the feedback and the teacher's way in giving sign on students writing may also influence the students' attitude towards feedback. Students' belief about what effective feedback on writing and their expectation regarding teacher paper-

marking, techniques may influence the effectiveness of such feedback. Therefore, it is important to investigate the students' preferences for teacher feedback on writing in order to the teachers need to give certain types of feedback describing students' mistake on written text, assisting the students to a better effort for the next writing tasks, and also enabling positive comments about the parts of students' written so students will be aware of its importance and respond to it.

B. Reasons of Choosing the Topic

The reasons for choosing the topic of this research are that:

1. English writing skills are crucial to academic success.
2. Teacher feedback plays an essential role in student's writing skill progress.

C. Problem of Research

Based on the background of the research, the problem to be discussed in this research are as follows:

1. What are the students' preferences of written feedback?
2. What type of feedback is the most preferred by the students?

D. Objectives of the Research

The objectives of this study are:

1. To investigate the students' preferences of written feedback..
2. To investigate the types of feedback that is the most preferred by the students.

E. Contribution of the Research

For Teacher

It gives contribution to the teacher to help them identify the feedback that is preferred by the students and adjust the technique of giving feedback that is applied in the writing class.

F. Definition of Key Terms

1. Feedback

Feedback is one of fundamental tools used to provide effective interaction in teaching-learning contexts. The scope of feedback has a vital impact on the process of any spesific learning situation. The feedback provided by a teacher will determine the progress of learners. By deciding on a spesific type of feedback, a writing teacher can put emphasis on form, content, punctuation, grammar, or any other language item in combination with multiple aspects.

2. Students' Preference

Preferences are choices in which the students like things more than the other things. (Entwistle in Hativa and Birenbaum, 2000:22) suggested that knowing students' preferences for their academic environment, particularly those related to teaching characteristics, can aid instructor in selecting appropriate teaching strategies and structuring the academic environment to better server students' need in learning. For effective language learning and teaching, both learner skills and learner's assumptions should be given

attention. Students should be provided with the opportunity to clarify and assess their preference and awareness of strategies in learning since learner's preferences are quite crucial in the development of learner autonomy.

