

CHAPTER I

INTRODUCTION

A. Background

The use of English language in the writing activity is still a problem for most Indonesian students, as well as many other students who learn English as a foreign language. Students possibly find difficulties in writing in a good and right form in English. In writing, many students have difficulties in expressing idea and less vocabulary.

The students produce writing through some stages process of writing as a classroom activity including the four basic writing steps. Those are, planning, drafting (writing), revising (redrafting) and editing. It explains that in the writing process there must be a revising stage, a stage where a process of making changes throughout the writing of a draft occurs, change that can make the draft identical with the writer's intention. The students need feedback which may come from various sources. In general, feedback could be divided into two types including peer feedback and teacher feedback. According to (Wu's 2003) study, students prefer teacher's feedback more than peer's feedback, even though both of these two feedbacks can increase students' writing skills. Similarly, (Chaudron 1984) discovered that students like teacher feedback because teacher's feedback with high quality and accuracy is more understandable than peer feedback. In other words, students believe that the teacher has more proficient writing skills; and students know that the teacher

would provide more words and demonstrations specifically in appropriate explanations. Based on my experience and observation, many students need teacher's feedback.

Feedback can improve students' writing skills. It may cause positive and negative effects for the students and teacher. It can give positive effects when the students learn the teacher's feedback and will never make a mistake again. If the students learn the teacher's feedback, it will improve their writing skills but if they do not learn the teacher's feedback it will also give a negative effect. According to Patthey-Chavez, Matsumura, and Valdés (2004), teacher feedback, mainly a written feedback (Ferris, 1997), plays an important role on students' writing because writing is a process approach which emphasizes a cycle of revisions. It helps students to improve their writing.

If the mistakes are ignored in the early stages without given any feedback. It will be more difficult to deal with them later on. Therefore it should be given because it is helpful for the learners. When the teacher gives a correction according to the mistakes of the students' writing, it will help the students to learn the mistakes on their writing. Learning their teacher's feedback will help the students avoid those mistakes in the future. This is one of the positive effects of the teacher's feedback.

According to previous studies, several researchers consider that teacher's feedback is ineffective because students omit teacher's feedback and even do not care about it (Ferris, 1997; Wu, 2003; Zamel, 1985). On the other hand, many researchers also uncover that teacher's feedback is advantageous for

students because it makes students know what and where they should correct (Chan,2003;Chaudron, 1984;Ferris, 1997; Wang,2004; Wu, 2003; Zacharias,2007). Since the effect of teacher's feedback on journal writing is still a controversial issue,the purpose of the study is to explore students' perceptions of teacher's written feedback on writing performance. It is hypothesized that teacher's feedback can facilitate students to correct mistakes, but students still can not fully understand what the teachers try to express because teachers usually write the professional feedback with complex meanings.

B. Reason for choosing the topic

The reason for choosing the topic are:

1. Writing competence is one of the important skill that have to be obtained in language learning.
2. Students' mistakes in writing performance should be corrected by the teacher.
3. The writer wants to know, what kind of feedback that appropriate for the students.

C. Problem of The Research

The problem of this research is:

What are the students' perceptions toward teacher's written feedback on their writing performance?

D. The Aim of the Research

The aim of the research is :

To know the students' perceptions toward teacher's written feedback on their writing performance.

E. Clarification of The Terms

1. Perception

Perception is the experience of the object, incident or the relations which comes from conclusion of information and interpretation of the meaning (Rahmat, 2001:51).

2. Feedback

According to Kauchack and Eggen (1989: 85) define that feedback is any information about current behavior that can be used to improve the future performance of the students. From that definition, it can be concluded that feedback is beneficial to be provided for students to improve their performance from what they have learnt.

3. Writing

Writing is known as a means of communication. Writing is not a direct communication form between two people or more. In the academic world, (Reid, 2001: 8) says that writing is an important skill used to support other skills in language learning. Through writing people can communicate their ideas, thinking, arguments, and message to other people in the world.

F. Contributions of research

The findings are expected to give contribution to:

1. 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.

2. The Other Researchers

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

