

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) research problems, (3) research objectives, and (4) significance of the study.

1. INTRODUCTION

1.1 Background

As a foreign language in Indonesia, English is important to learn due to some reasons. Huda (2001) stated, English is important because it is taught from the Junior High School until University. Then, English is essential to be learned because many of the scientific papers published are in English (Lauder, 2008, p. 23). Finally, English is necessary to learn because many companies have criteria if employees should master English (Crystal, 2003, p. 23). Thus, from the reasons it can be inferred that English is important to be learned.

As one of the skills in English, writing is important to learn due to some reasons. Galbraith (2009) explained that writing is substantial to be learned because writing is important part in learning foreign language to facilitate other skill. Secondly, writing is important to be learned because it is used extensively in education and in the workplace (Walsh, 2010, p. 13). The last, writing is important to be learned because it involves the development of an idea, knowledge, and experience Pasand (as cited in Saputra and Marzulina, 2015, p. 2). Therefore, writing is important to be learning based on the same reasons.

Despite its vast importance, writing is still challenging for most Indonesian students. It is because there are some problems that faced by students

in mastering writing. Firstly, the students have problem in developing their ideas into paragraph (Ratnasari, 2013, p. 4). Secondly, the students cannot compose many genres of writing included writing aspects such as; content, form, grammar and mechanic (Oshima and Hogue, 2007, p. 373). Besides, another problem faced by students is the teacher only focus on grade of students' essay (Ratnasari, 2013, p. 5). Therefore, for most Indonesia students' writing becomes a big challenge because of many problems face by students in mastering writing.

As one of the aspects in teaching and learning process, feedback leads the important roles in writing. First, feedback can assist students in reflecting and improving future assignments (Hyland & Hyland, 2006, p. 83). Then, feedback is used as the key in the learning process which serves to improve the writing result (Gagne, 1961, p. 183). In addition, feedback helps the students improve their writing pieces (Zacharias, 2007, p. 15). Therefore, feedbacks have the important roles to solve the problems and improve students' writing.

As a central in writing development, there are two major sources of feedback, teacher feedback and peer feedback. Teacher has been the main source of feedback both oral and written language in many classes (Lewis, 2002, p. 106). Then, peer feedback is the technique to give information of suggestion, comment, and error correction derived from one to one consultation between students and students (Rina, 2007, p. 54). So, as the important part of writing development there are two source of feedback namely teacher and peer feedback.

Furthermore, there are kinds of teacher's feedback that influence the students' perception, namely positive and negative feedback. Positive feedback

refers to comments on only strong points and praise on students' writing while negative feedback refers to comments on only weak points and even criticism (Hyland and Hyland, 2001, p. 186). Then, the positive feedback can build the students perception if feedback can improve their writing. In contrast, if the feedback negative is the process acceptance the instruction from teacher's written feedback will be disturbed (Kulhavy, 1977, p. 280). In other word, negative and positive feedback can be one of the crucial aspect that influence the students perception about their teacher feedback.

Based on my preliminary study when I conducted my teaching practice (PPL) at MAN 2 Palembang, I found that, most of the students had low score in writing was less than the minimum criterion standard of English subject (≤ 73) and it made the students hard to revise their mistakes. Thus, to solve the problem, English teacher at MAN 2 Palembang was used teacher's written feedback technique. Furthermore, in giving written feedback on students' writing, the teacher usually gave some sign to indicate the students' mistakes, such as underlining, circling and scratching.

In addition, there were some previous related studies related to this matter. First, the result of study conducted by Arie Rahmawati Hadiyanti (2013) showed the types of written feedback that the teacher dominant used was direct feedback. Surface level feedback was focused of categories. Almost all of students believe teacher's written feedback help to improve their writing. Diana Puji Utami (2014) reported that the teacher likely to give indirect feedback over direct feedback on treatable and untreatable error categories. Kelly Tee Pei Leng (2014) showed that

the student the student belief if disapproval feedback can help them improve their writing and it also increase the student's confidence in their writing.

In brief, there were many types and categories of written feedback that used by teacher in teaching essay writing, it was supported by the finding of the previous studies and my preliminary study. Those previous studies and preliminary study involve an important role in designing this study. Then, the circumstance had brought clear consideration to my study to analyze further. Moreover, this research has not been investigated frequently Indonesia especially in Senior High school in Palembang. Therefore, I want to find out the types and categories of written feedback that is used by teacher in students' essay. Thus, it can help students to aware about their mistake and can improve their essay in future.

1.2 Problem of the Study

Based on the background, the research problems are formulated in the following questions:

1. What were the types and categories of teacher's written feedback that given by the teacher on the students essay writing at MAN 2 Palembang?
2. What were the student's perceptions of the teachers' written feedback on their essay writing?

1.3 Objectives of the Study

From the problems above the objectives of the study are:

1. To find out the types and categories of teacher's written feedback that the given by teacher on students essay writing at MAN 2 Palembang
2. To figure out the students' perception on the teachers' written feedback on their essay writing.

1.4 Significance of the Study

From the study hopefully the researcher can get some result. The possible result might be expected useful to some parties. Firstly, for students, type and categories of teacher's written feedback that are found from this study expected can make them aware their mistake and help themselves to improve their essay. Thus, they will not do error in essay and can improve their essay skills. Then, this study is hoped will give information deeply to teacher about type and categories teacher's written feedback, so the teacher can use many type or categories of feedback to help the student improve their writing. The last, hopefully this research could be good references for further researcher in the future. This research also has beneficial for me to add my knowledge about teacher's written feedback and students perception.