

CHAPTER I

INTRODUCTION

This study is intended to investigate feedback strategies that an EFL teacher gives to response students' writing and how students' opinion about their teacher feedback on their writing. This chapter describes the background of the study, the research questions and the purpose of the study. It also includes the scope of the study, significance of the study and the clarifications of terms.

1.1 Background

Writing is one of the most important skills for students who learn English as a Foreign Language (EFL). According to Alwasilah (2010:19) writing skill should be developed as early as possible. Further, Alwasilah (2010) states that in formal school, students learn English from the non-native speakers, they are relatively good at receptive skills and grammar, but they are weak at productive skills and idiom expression. Based on the explanation above, it is clear that writing is one of the English skills that are very difficult to do. Moreover, Kroll (1990) notes that becoming a writer is a complex and ongoing process.

Many experts agree that writing skill is better treated as a process than a product (Emilia, 2010: 163; Hyland & Hyland, 2006; Alwasilah, C. A. & Alwasilah, S., S., 2005; and Grabe, W. & Kaplan, 1996). The process in writing here means that a writer focuses on discovering ideas, drafting, revising and working collaboratively. Similarly, Grabe and Kaplan (1996: 262) state that writing is a recursive process in which a writer continually plans, writes, and revises. Writing, basically involves not only write spoken language in written forms but also a systematic expression of someone's idea or a group of people ideas or thought in the written form which has accurate grammatical, coherence between paragraphs, and without mistake in mechanic to share with other people (Alwasilah and Alwasilah, 2005: 43). They argue that writing skill can be improved through practice in school. It means that teaching writing in school in the Indonesian context, only several teachers teach writing as a process.

According to Ferris (2003:1), 'in earlier paradigms, teachers give feedback on a finish piece of writing primarily to justify a final grade rather than

allow students to complete multiple drafts'. This is not the same as what suggested by professional writers (Alwasilah & Alwasilah, 2005; Emilia, 2010, Grabe and Kaplan, (1996); and Troyka, Q., L. (1987) where writing is the recursive process that needs practice in many times. Students, who just learn to write, making errors are a necessary and natural process of language learning (Hendricson, 1978 cited in Rahimi, 2010:76).

The theorists who agree on writing as a recursive process assume that students are frustrated because they need to practice. When students are in the process of drafting, writing instructors play an important role to help students continue to practice. What should be done by writing instructors to help the students to enhance their writing skill is providing feedback to students' writing. In line this, Alwasilah & Alwasilah, (2005:43) argue that feedback makes students aware of their writing errors, so they can improve their writing ability. They note that when students are required to practice in writing, feedback should be provided. Moreover, Clark (2003:1) argues that one of the most important in writing class is to facilitate students to develop an effective writing process by providing feedback. In this case, feedbacks from a teacher who teaches writing are expected by the students.

It is clear that one of the challenges faced by foreign language teachers is to make students become confident in writing. Emilia (2010) argues that a teacher should try to help students to achieve excellent by giving them feedback. Moreover, Diab, (2005) argues that teacher's feedbacks play important role on students' writing process (See also Rahimi, 2010). Teacher feedback can; (a) indicate an error has been committed, (b) provides the correct form of the target language, and (c) provides a type of metalinguistic information about the nature of the error (Ellis, Loewen, and Erlam, 2006 in Purnawarman, 2011: 17-18).

There are two ways writing teachers deliver their feedback, which have been known well. They are written and oral or teacher-students conference, (Ferris, 2003). In both written and oral feedback, we can find several feedback strategies; direct, indirect, praise and criticism feedback.

In English writing classrooms, a writing teacher commonly uses direct feedback (Williams, 2003). Ferris *et al.* (1997) state that comment on students' writing is a form of mutual communication between teacher and students. Related to this case, some researchers' findings defend that the use of error feedback can help students to correct their writing error and improve their writing quality and accuracy (Rahimini, 2009; Ferris, 1999; 2003; 2003; Hedgcok and Lefkowitz, 1994). It means that feedback should be given by writing teachers on students' writing then revision should be made by the students. This is supported by Hyland (2009) who argues that "teacher's feedbacks on students' writing are a key component and a crucial part of the process of writing."

In addition, Ellis et al. 2008 as cited in Kordi, at al. (2012) have carried out a study. They employ corrective feedback. They note that corrective feedback is effective to help students to enhance their writing skill. Another similar study was conducted by (Binglan & Jia, 2010 cited in Kordi, at al. (2012) note that teachers' feedback can help students' long-term improvement of writing accuracy. They suggest that explicit corrective feedback should be used by the writing instructor to give feedback on students' writing. In Indonesia, there are several studies have been conducted in this area (e.g. Irawati & Maharani, 2012; Purnwarman, 2011; Mardijono, 2003) but among those researchers, there is no one who investigates what are the teachers' reasons of using the feedback strategies to respond to the students' writing and what are the students' opinions on their teacher's feedback strategies.

First, this study is conducted to find what feedback strategies are used by writing teacher in giving feedback on students' writing. Second, what are the writing teacher's reasons of using those feedback strategies? Third, what are the student's opinion about the feedback that they received from their writing teacher in their writing?. This study is conducted in order to have a better understanding of what feedbacks strategies that a writing teacher uses in giving feedback on students' writing, the teacher's reasons of using those feedback strategies in giving feedback on students' writing and students' opinion on their teacher's feedback.

1.2 Research questions

1. What feedback strategies are given by teacher to students' essays?
2. What are the teacher's reasons on the use of those feedback strategies?
3. What are the students' opinions about the feedback from the teacher?
4. What are the effects of teacher's feedback on students' writing?

1.3 The Purpose of the Study

Departing from the background of this study, this study aims to explore:

1. To explore what types of feedback strategies are given by writing teacher to students' essays and what are writing instructor's reasons of using these feedback strategies.
2. To explore how students' opinion about their teacher feedback on their writing and the effects of teacher's feedback on students' writing.

1.4 The Scope of the Study

In this study, observation was conducted to see the process of teaching and learning to write. It was found that a teacher gives feedback on students writing when students are in the process of writing their text. This study focuses on written feedback given by the teacher on students' writing. Based on the observation data and background of this study, there are several things that become the focus of investigation of this study. First, the investigation of this study focuses what feedback strategies are used by a writing teacher in giving feedback on the students' writing. The second investigation this study focuses on what teacher's reasons of using these feedback strategies. The third focus of investigation of this study is what are the students' opinion of their teacher's feedback and the last focus of investigation of this study is the effect of teacher feedback on students' writing.

1.5 The Significant of the Study

Hopefully, the result of this study will give significant information to be considered both theoretically and practically. Theoretically, the result of this study enriches the theory of feedback. Meanwhile this study, in practically can be considered as beneficial information for both teachers and students in the process

of teaching and learning of writing. In addition, this can also be useful for English teachers to obtain more information about students' opinion to the feedback. The information about students' perception will help writing teachers to choose appropriate feedback strategies to be applied on their teaching. Furthermore, the result of this study can gain more information about the need of students to enhance their writing and what strategy that can help them in their process of learning to write.

For the students; first, the result of this study can contribute to their development of writing ability through the teacher's feedback. Second, the students are expected to be awareness of their writing mistakes for better writing in the next draft. Third is to build the students' awareness of writing need the recursive process than directly produce a final paper.

1.6 Clarification Terms

This section dealt with clarification of terms used in this study, such as writing, instructor feedback, and response:

- a) Writing is an expression of students' idea or opinion in the written form (Shields, 2010 & Alwasilah, C. A and Alwasilah, S. S., 2005).
- b) Teacher's feedback is the information which is given by a writing teacher to students' writing as input from writing instructor and a reader to the writer for revision (Hyland, 2006 & Keh, 1990).
- c) Written feedback is a teacher's written response to students' writing in the form of hand- writing and computer (Ferris, 2003, Keh, 1990).
- d) Students' perception here means students' opinion about their teacher feedback on their writing.