Chapter One

Introduction

This chapter discusses the introduction of this research. This consists of research background, statement of the problem, research questions, and objective of the study. This chapter also provides the significance of this research, and it also provides the limitation of the study.

Background

Feedback is absolutely essential in teaching and learning process. Feedback is very familiar to the students. Thomas and Sondergeld (2015) contend that feedback is used to evaluate students' achievements and to increase students' skill and understanding. Besides that, they contend that feedback is a kind of evaluation which aims to correct students' mistakes. In addition, they state that feedback is also a kind of evaluation where the interaction between the teachers and learners are strengthened and needed here.

Feedback is strongly important for both of students and educators. According to Elashri(2013), feedback is an important aspect especially in writing process and it plays crucial role in learning the writing skill. The feedback is not only implemented orally, but it can be delivered in a written form. Besides that, Anggrainy(2014) adds that written feedback helps the students to measure their performance through written feedback whether they are good or not. It means that the students will get easier in correcting their mistakes and the teacher will teach the students easily.

Belief is a proposition which is thought or believed as truth by someone who holds the belief (Canh, 2011). Belief is something that is come to someone's mind, and belief will lead someone to follow his or her belief. Besides that, Graves (2000) states that belief will not only be present in someone's thinking, but belief underlies someone's decision. In addition, Graves (2000) also contends that how realize someone to his or her belief, it will affect her or him in making decision. It means that belief affects someone in deciding something.

Belief plays important roles in teaching and learning process. Belief helps the teachers to create choices in planning how the class will be. Thomas (2013) states that belief encourages the teachers in selecting the teaching technique and strategy. It means that belief makes the teachers to know what they should do or should not do in the teaching process.Furthermore, because of every teacher has different belief, how the class will be depending on the teacher who holds the belief.

Based on the researcher's experience as a student, the researcher thought that feedback plays important roles in the teaching and learning process. Firstly, from the feedback, the researcher knew where my mistakes are. It meant that, when the researcher knew where the researcher's mistakes were, the researcher really got easier in correcting researcher's mistakes. It showed that feedback really helped the researcher in revising researcher's work.Furthermore, when the researcher did a task, some of teachers sometimes gave the researcher a feedback. When the researcher made a mistake, some of them marked the mistakes and then they wrote or gave the correct form of the sentences. Thus, by getting this kind of

feedback, the researcher knew the correct form and the researcher tried to avoid making those kinds of mistakes in the future work.

From the researcher's experience above, the researcherthinks that feedback is obviously urgent for the students' improvement. It really helps the researcher to be better or to have a good progress. In fact, eventhough feedback needs to be implemented, some of researcher's teachers are sometimes not giving feedback for the students. However, it is only researcher's point of view. This reason makes the researcher want to conduct a research about teachers' beliefs about giving feedback at EED of UMY.

Statement of the Problem

Giving feedback is one of the most important things in teaching and learning process that the teachers have to provide to the students (Grami, 2005). Even some aforementioned experts state that feedback is important, it does not mean that every teacher uses it in the class.It means that the main problem is why some teachers do not provide feedback or give short feedback such as a good and great job, eventhough they know that feedback is important for the students. From this case, it leads the researcher to be interested to know why some teachers do not provide feedback or why some teachers provide feedback for the students.

Limitation of the Study

This study will focus on teachers beliefs about giving written feedback at EED of UMY. It means that the researcher will focus on asking the teachers only about teachers' written feedback. By this case, the findings or results of this research probably cannot reveal teachers' beliefs and reasons about giving another

type of feedback. Besides that, the data of this research will be from EED teachers of Universitas Muhammadiyah Yogyakarta which means that the results of this research will be different from teachers' beliefs about giving written feedback from other universities. From the statements above, the finding or the result of this research should be considered again for some teachers in other universities to use the findings of this research in the teaching and learning process.

Research Questions

1. What are the teachers' beliefs about giving written feedback at EED of UMY?

2. What are the teachers' reasons in giving or not giving written feedback to the students?

The Objectives of the Study

The objective of this research is to identify teachers' beliefs about giving written feedback at EED of UMY. Moreover, this research also wants to find out teachers' reasons in giving and not giving written feedback at EED of UMY. By conducting this research, the researcher is really interested in identifying teachers' beliefs and teachers' reasons in giving and not giving written feedback for students. It means that, from this research, other teachers will have a resource of why implementing or not implementingwritten feedback for the students. In addition, from this research, the future teachers will have idea to provide or not provide feedback for the students.

Significance of the Study

The result of this study will be important for:

Teachers. This research will be meaningful for everyone who wants to increase their knowledge about the written feedback, especially for the teachers. This research will show the teachers' reasons why they give the feedback and why not. It means that, after reading the reasons from the participants of this study,the teachers will have a consideration to provide and to not provide written feedback in teaching and learning process.

Students. The finding of this research will not only be useful for the teachers, but also the students. The finding of this research will be important for students because the students will have their own view to ask their teachers to provide feedback after reading this research.

Institution. This research will be meaningful for the institution, because the result of this research will be a reason for the institution in asking the teacher to provide feedback or to not provide it in the learning process or in the regulation.

Other researchers. This research will be important as a resource for the next researcher who wants to a reasearch related to the teachers' beliefs and feedback. It will also lead to enrich the findings of this research.

The Outline of the Study

This study consists of five chapters. First chapter provides readers about the introduction. Introduction delivers the background of this study. Then, first chapter shows the readers about the problems and the purposes of this study. After that, it includes the statements of this study. Finally, this study provides the objectives and the significances of this study.

The next chapter or chapter two consists of defintions about some points related to this study. All of definitions in chapter two are taken from some experts. It means that all definitions and opinions from experts are quoted correctly by the researcher. Last, this chapter also provides the readers about related study.

The next chapter is chapter three. In this chapter, it concerns on the research methodology used in this study. This chapter covers of research design, research setting & participants, data collection method, data analysis. This chapter immensely focuses on elaborating reasons why the researcher chooses particular method, instrument, research design, participants & setting. From this point, the readers know how this study was conducted.

Chapter four consists of the finding and the discussion. It means that chapter four provides the findings of this research to answer the research questions. In the discussion, it provides researcher's opinion about what teachers' beliefs in giving written feedback really are.

Last, chapter five provides the conclusion and suggestion.In the conclusion, it provides about the conclusion from chapter one, two, three, and four. Besides, in the suggestion, it provides some suggestions for teachers,

students, institutions, and next researcher. The suggestions are based on the

findings of this study.