

Chapter One

Introduction

In this chapter, the researcher presents the background of the research, limitation of the problem, formulation of the research, purpose of the research, significance of the research, and outline of the research.

Background of the Research

Teaching and learning is an essential part in daily life. Teaching is important because through teaching, teacher helps shapes students mind and help them to construct a base of knowledge on many subjects. Learning is important because human beings will always grow and learning helps us to excel in life. The act of learning is supported by the act of teaching. Teacher gives useful information that can help learner to learn better.

Kember (1997), as cited by O'Neill and McMahon (2005), explained two approaches in teaching; the first one is teacher centered and the second one is student centered approach. Teacher centered learning is a conception of teaching where a teacher's job is to understand her/his subject and then accurately and clearly deliver that subject to the students (Kember, 1997, cited by Devlin, 2006). In student centered learning, teachers have the responsibility for student empowerment and a clear understanding of students themselves. Kember (1997) also argued that knowledge is constructed by the students themselves and that the role of lecturer is as a facilitator of learning rather than the provider of information.

One of the ways to implement student centered learning is through feedback. Feedback helps students understand the material that is being studied and also gives them clear guidance on how to improve their learning. The implementation of feedback can be found on students' of English Education Department of Universitas Muhammadiyah Yogyakarta closed book journal activity given by the lecturer.

In teaching, a lecturer does not only teaches the students, but also provides them with feedback. Providing feedback is essential because feedback can be used by students to reflect their learning, whether they have reached lecturer's expectation or not. According to Hattie and Timperley (2007), feedback is seen as information provided by an agent whether it is teacher, friend, book, parent and experience regarding aspects of their performance and understanding. Corrective information can be provided by parent or teacher while a friend can give feedback in a form of giving an alternative way. Corrective information also can be provided by books to find and clarify information and idea, the parents can give encouragement, and the learners can find an answer to find out whether a response is correct or incorrect. Traditionally, feedback has been understood as "any numerous procedures that are used to tell a learner if an instructional response is right or wrong" (Kulhavy, 1977, p. 211).

There are different types of feedback. Based on the form of feedback there are written feedback and oral feedback; while based on the purpose of feedback there are descriptive feedback, evaluative feedback, and motivational feedback. Teacher's written feedback refers to written responses provided by the

teacher to the students' writing. The responses are limited to comments on grammatical errors and content of the students writing (Kaweera & Usaha, n.d). The second example of feedback based on its form is oral feedback. State of New South Wales Department of Education and Communities (2005) stated that oral feedback often happens during a task. State of New South Wales Department of Education and Communities (2005) further stated that the perception of oral feedback is less formal sometimes makes it underestimated, but oral feedback can be very influential and effective tool as it can be given easily in the teachable moment and in a timely way.

Other examples of feedback are evaluative and descriptive feedback. Evaluative feedback, in the form of grades or brief general comments, for example *well done*, provides some information about learning, but it does not convey the information and guidance that students can use to improve (State of New South Wales Department of Education Communities, 2005). Moreover, descriptive feedback is related to learning's expectation and it addresses mistaken interpretations and lack of understanding, but it also provides students with apparent and manageable next steps based on a task at hand and an image of what good work looks like (State of New South Wales Department of Education Communities, 2005). By acknowledging what the next steps are and what good work looks like students will began to pay more attention to the responsibility of self-assessing and self-correcting (Earl, 2003). Some surveys of student preferences show that students are particularly positive about receiving feedback on language issues, although they also want teachers to comment on content and

ideas of their writing (Hedgcock & Lefkowitz, 1994; Leki, 1991; Oladejo, 1993; Saito, 1994 cited by Lee, 2008).

In EED of UMY, many students have done journal writing based on books that are required to read for the students in class. Related to the journal writing activity that is given to the students, the lecturer then gives them feedback in return. However, based on the researcher's experience as a student of EED of UMY, most of the students did not voice their preference on feedback to the lecturer because there were no students who speak up in class on what kind of feedback that they prefer. Researcher also found that there was no mutual understanding between students and lecturer on what feedback students wanted to receive so students and lecturer have difficulties finding the common ground of what types of feedback that suit the students. Lee (2008) disclosed that "without understanding how students feel about and respond to the teacher feedback, teachers may run the risk of continually using strategies that are counter-productive" (p.45). Lee (2008) also further stated that "it is crucial that student responses to the feedback are fed back to teachers as heuristic to help them develop reflective and effective feedback practices" (p.145).

Although lecturer always gives the students written feedback to help them to improve their writing skills in journal writing, there are students that still do not obtain clear explanation on the written feedback given by the lecturer and they need to be given more explanation by the lecturer. On the other hand, there are students who receive oral feedback when they have difficulties in memorizing what feedback the lecturer gives them. Derived from this background, the

researcher intends to examine EED of UMY students' preference toward feedback given by the lecturer.

Identification of the Problem

In EED of UMY, lecturers used oral feedback and written feedback on students journal writing. However, based on researcher's experience she found that not all of the students of EED of UMY preferred with the type of feedback that is given by the lecturer in their journal writing. It is shown by how some students preferred oral feedback over written feedback and vice versa. Some students preferred oral feedback because it is faster and students can confirm the problem with the lecturer, but some students find that oral feedback was easily forgotten. On the other hand, some students preferred written feedback because they could refer to it in the future, but some students found it difficult to read lecturer's handwriting and comprehending the feedback that is given. Therefore, this research was then design on the reason that students of EED of UMY might have preferred different types of feedback and help lecturer to decide what type of feedback that is most appropriate for the students

Limitation of the Problem

This research focuses on student's preference toward feedback given by the lecturer at EED of UMY on journal writing activity. Since in EED of UMY lecturers mostly use oral and written feedback, this research is limited to students' preference of oral and/or written feedback, but the researcher also included students' preference on how they want their feedback from the lecturer for the

content of their writing namely paragraph, link between ideas, grammar, vocabulary, etc.. The participants of this research were only limited to students from English Education Department of Universitas Muhammadiyah Yogyakarta batch 2014. These students are the representative of all English Education students of Universitas Muhammadiyah Yogyakarta. Therefore, in order to make research more organized, the researcher will focus on student's preference toward feedback given by the lecturer at EED of UMY.

Research Question

Based on the problem found in the EED of UMY, the researcher formulated one research question. The research question is "What is EED of UMY students' preference towards feedback given by the lecturer?"

Objective of the Research

The objective of the research is to investigate EED of UMY student's preference on the feedback given by a lecturer.

Significance of the Research

The research is aim to give benefits to these parties:

For the students. This research can help students to identify what kind of feedback that fit to their language learning process. Therefore, they will have an insight on how to improve their skills in language learning based on the feedback that is being given.

For the lecturers. This research can help lecturers to decide what type of feedback to give to the students.

For future researcher. This research can help the future researcher in conducting their research. They will know students' preference towards feedback given by the lecturer and they can broaden the scope of the research.