Chapter One

Introduction

In this chapter, the researcher discusses how the background in this study developed. Statement of the problem is also added to make this study more specific. The researcher puts a number of research questions regarding to the essential issue which is appropriate with the context of this study. At the end of this chapter, there are significances of the study discussing the benefits contributed by this study

Background of the Study

One of the factors for improving students' ability is learning process success. Lowe (2009) asserted that learning process contributes to enhance students' theoritical knowledge and ability. Students usually will gain good achievement if they keep improving their knowledge and ability if they involved in learning process with an encouragement. Felder and Brent (2001) said that learning process has many factors that can influence students' achievement such as the willingness of students, motivation, good feedback, family and school environment. Learning process influences students' ability with several things to be considered that can improve their achievement such as getting feedback and motivation.

As the person who has a control over the class, teacher has some activities that are implemented in the class. According to Graves (2000), teacher should know the process of learning itself. It is necessary to involve students' skills of language such as listening, speaking, reading, and writing. Based on researcher

experiences as a student, in listening, some of the examples of the activities are filling in the blank or completing lyrics of certain songs and dictation. Then, in speaking the example activities are presentation and discussion where students are invited to speak up. In addition, reading aloud is one of reading activities used in the class. This activity is done by providing students with story, and students are asked to read it in front of the class one by one. In writing, students are asked to write paragraphs, essays, or papers using their own words such as in weekly journal and mini research activity. In weekly journal activity, teacher asks the students to read certain books. Then, teacher gives some questions related to the book that should be answered by students in paragraph form to make sure of their comprehension of the book. There is also library research which is an activity where the teacher asks the students to choose some provided topics to be researched, and then students need to read related literature to review the topic that they choose. They are required to write three to four chapters on their topic. After that, teachers usually help students by providing feedbacks on their writing of those two activities which in this case to improve students' writing ability.

Feedback is a very essential part of learning. Felder and Brent (2001) argued that learning process should contain student' comprehension of the course goals, views of learning, learning method, students' enthusiasm, and teachers' feedback. Felder and Brent (2001) said that these factors are needed to provide effective learning process, and feedback also takes important part of it. Rowntree (1987) said that feedback is an essential part of learning, and one of teachers' obligations is giving feedback. Furthermore, Pirhonen (2016) said that feedback

coming from teacher is needed by students to learn and develop their ability. In addition, Ratna, Chong, and Cavana (2009) also stressed if feedback is essential for students for their learning satisfaction. It can show them what should be fixed of their works. It is very important to lead students to get good improvement. Another good thing of feedback is that it can also help teacher to reach their goal that they set for students in the learning process. Feedback gives student information about their ability, so they know what should be improved. Considering feedback is important and needed by students, teacher should know the good way in giving feedback to their student. In short, feedback is an important thing, and is one of the methods that help students know their ability in learning process. Teachers usually use feedback to improve their students' comprehension of what they are learning.

In giving feedbacks, teachers should consider and provide several things to make it effective. It should contain information about students' ability such as strengths and weaknesses of students. Hattie (2007) argued that feedback should inform students' strengths and weaknesses to improve their achievement in the class. Ann, as cited in Hattie (2007), also showed that feedback must show chance in studying and stimulating learning objectives and improving students' awareness about feedback. In addition, teacher should give a good feedback to their students as well. Brookhart (2008) stated that giving good feedback is a needed skill for teachers as part of learning process. Feedback can make improvement of students' ability, and be more powerful if the teachers do it well. Good feedback should have information that understandable. As mentioned by

Brookhart (2008), good feedback contains information that student can hear and understand clearly. In short, as mentioned above, it is necessary for teacher to give good feedback. The feedback should be easy to be understood by students.

Based on the researchers' experience at EED of UMY, teachers used some types of feedback for the students in the learning process. The feedback types are oral, written, and computer mediated. Furthermore, oral feedback is usually given by teacher in class discussion. For example, when a student makes a mistake on their pronunciation, teacher will directly correct it. However, written feedback is type of feedback that is addressed for students in comment form. For example, in a writing class where the teacher asks students to make an essay, and in case students make mistakes such as in grammar or sentence structure. Teachers give comments to correct the mistake found on their writing. For computer-mediated feedback, it is usually given by teacher in written form online. For example, in academic presentation class, the teachers asked the student to send the assignment online. Then, the teacher sent the assignment back with the feedbacks. In addition, the researcher has interest to these types of feedback because based on researcher's experience the researcher receives some types of feedback which influence motivation and ability. There are also various responses from the student toward the feedback that teacher gives them. Some students cannot take a benefit from feedback, and just ignore the feedback from the teacher.

Moreover, this research discusses feedback in detail different from other research that only presents one particular skill. A study done by Sariwulan (2015) discussed the influence of peer feedback toward students' writing ability at

English Education Department Universitas Muhammadiyah Yogyakarta. This study only focuses on particular skills which are writing and speaking ability of students. On the other hand, this research attempted to find out the use of feedback for all skills, including students' reaction and the effect of feedback. It is because the researcher is interested to investigate all of types and effects of feedback instead of one particular skill but also all of particular skill of language namely listening, speaking, reading and writing as the main focus of this research. Therefore, the researcher wants to know more detail about feedback in the learning process at EED of UMY.

Statement of the Problem

At EED of UMY, teachers encounter several problems in their teaching and learning process. The problems can appear from the applied teaching strategies, materials, and feedback. The teaching strategies used by the lecturers are presentation, discussion, lecturing, simulation, and re-telling. In addition, lecturers provide two types of material given to students as theoretical knowledge which students have to learn. In helping students' learning, teacher also provides feedback for students to improve their knowledge and/or ability. This current study focused on discussing feedback at EED of UMY. The reason is because as one of issues that teacher faces in their teaching and learning process, feedback actually has been discussed in numerous studies in EED of UMY. Those studies talks about feedback that teacher used at EED UMY, but only limited to one particular skill such as speaking or writing skill.

There are several types of feedback used at EED of UMY during teaching and learning process. Based on the researcher's experience as a student at this department, some feedbacks from the teacher often given to the students. The feedback is in written, oral, and/or computer-mediated form. They are usually provided in some activities such as weekly journal activity, written essay, class presentation, and online class. Teacher usually uses types of feedback considering the activity. For example, in weekly journal activities, teacher tends to use written feedback. Teacher gives students feedback directly on students' worksheet telling what should be improved. It can be about students' grammar. Going further, for oral feedback, it is usually spoken to students directly like in speaking activity such as in class presentation. For computer-mediated feedback, feedback is given to students after they do a task which is usually put in Microsoft word and submit it online, and the lecturer sends them feedback then. Therefore, this study aimed at looking for the types and effects of feedbacks on all of particular skills at EED of UMY.

In addition, in receiving feedback, students usually show two responses. Based on the researcher's experiences and informal interview with other students, the response can be positive and negative. Students respond negatively to feedback as it sometimes can demotivate them such as when teachers give them feedback in front of the class. It can be embarrassing and put them in uncomfortable situation. However, the positive response from students is feedback can make students know their mistake, and motivate them to improve their knowledge and ability. According to Sadler (1989), feedback can improve

students' confidence, and students' motivation in English learning, and make them more enthusiastic for learning. Because of their difference, those effects are interesting to be researched.

Research Question

In line with the problem, this study has two research questions as mentioned below:

1. How do the teacher of EED UMY give the feedback to the student in learning process?
2. What are the effects of those feedbacks based on the EED UMY students' perceptions?

Purpose of the study

This study investigates the EED of UMY students' perception on how the teacher provides feedback in their learning process including the types and effects of those feedbacks.

Significances of the Study

This study gives benefits for several people in Education field. This study gives the advantages for the researcher, teacher, and other researchers. These categories are researcher as a student, lecturers, and other researchers.

The first benefit of this study is for the researcher herself as a student and a future teacher. This study can help the researcher to learn more about feedback, and this knowledge can be used and implemented in the future wisely as a teacher

to help researcher improving knowledge and ability by giving feedback to researcher's students in a good way.

The second benefit is for teachers. Giving feedback is part of teaching. This study is hoped to be able to help teachers as a reference to improve their teaching performance through feedback. This study provides students' reaction about feedback. Therefore, teacher can know the things that are considered regarding possible reactions to get a positive response from the students. In line with this case, teacher can be easily reaching their goal in the learning process.

The last benefit is for other researchers. This study can be used as a reference for other researchers to conduct further research about feedback especially the feedback types and students' response to those feedback. Thus, other researchers will get a new idea to research about feedback.

Outline

There are five chapters of this study. First, chapter one, namely introduction, consists of background, identification and limitation of the problem, research questions, purpose of the study, significance of the study, and outline. Second, chapter two, namely review literature which discusses review literature of learning process, and feedback in the class which consist of definition of feedback, the types of feedback, the function of feedback, the effect of feedback, and the frequency of giving feedback. Third, chapter three, research methodology, discusses the design of the research, setting of the research, the participant of the research, the data collection method, and the data analysis. Fourth chapter, finding

and discussion, discusses the findings of the study and discussion. Fifth, conclusion and recommendation, discusses the conclusion of the study and recommendation.