Chapter One

Introduction

This chapter presents the reason of conducting this research and the problems happen regarding this study. This chapter consists of the research background, the problem identification, the problem limitation, the research questions, the research purposes, and the research significances.

Research Background

Surveys about teachers' feedback have been conducted by many teachers and researchers for the reason that teachers' written feedback is a fruitful discussion in language learning. Many researchers have pointed out that teacher feedback of any type is more likely to benefit in English class (Nakanishi, 2007). That is because teachers' written feedback is related to the students' performance in which one of the teachers' roles here in learning process is as the feedback provider. Zeiger (2000) talks about the role of teacher that one of the important roles of teachers to their students is as the feedback provider in which they act as facilitator of learning to provide information then give evaluation and assessment to students' performance.

In addition to the fact that teachers' written feedback is believed to be beneficial for students' progress of performance, the use of feedback in learning has been applied since feedback is considered as one of the important way in determining the success of learning. According to Ip (2005), while students are needed to know how good they perform in learning, teachers' written feedback

shows them their quality of performance. Indirectly or directly, it will motivate them to perform well and achieve good achievements.

Furthermore, in language learning, there are four language skills that are needed to be mastered by all language students namely listening and reading which belong to receptive skills and speaking and writing which belong to productive skills. Writing as one of the productive skills is important in language learning. Not only by speaking, someone also can communicate with other people through the writing product. By writing, people can also propose their knowledge and idea or share their feeling. The most important goal of teaching foreign language is to make the learners able to communicate, and writing enables the students to communicate through their writing product (Mekki, 2012). Hosseini, Taghizadeh, Abedin, and Naseri (2013) propose that a good writing can enhance students' chance to be successful. It is arguable because a good writing is produced through a long process of learning and understanding. Therefore, the students may gain a lot of knowledge during this process that can bring them to the success. Suleiman (2000) adds that writing gives effect to other language competences because the process of writing is able to develop other skills.

Although writing is one of the important competences in language learning, writing skill is considered as the most difficult competence among those four language competences. It is supported by Kellog and Raulerson (2007) that writing in a second or foreign language seems to be the most difficult language skill for language learners because it engages the memory, language and thinking ability. Writing becomes so hard to be done because in generating the idea,

students should pass through some important processes such as brainstorming, planning, outlining, organizing, drafting, and revising, whereas not all students have idea to do those steps (Negari, 2011). Moreover, beside the content, in writing the students also need to concern on communicating their idea properly. While communicating ideas through writing, students should deal with not only the content of their writing but also other lexical items such as vocabulary and grammar (Hong, 2004).

Teachers' written feedback can be one of the solutions to solve the students' difficulties in writing. Elshirbini and Elashri (2013) categorize the advantages of teachers' written feedback in writing into three. First, by teachers' written feedback, the students will know whether their writing is good or bad. Second, after knowing their quality of writing, student will do some corrections to their writing product based on the feedback they have already received. Last, feedback does not only give them information about the correct knowledge but also sense of motivation in performing well. Moreover, teachers' written feedback can be used by the learners as the literacy resources as it can improve the content accuracy for students' writing (Hyland & Hyland, 2006). Khatri (2013) supports that teachers' written feedback provides a clear and focus correction in students' writing so that through the drafting process, it will help the students on their content and language accuracy.

Although teacher's written feedback has significant importance in students' writing, there are some problems regarding teachers' written feedback delivery. Because there are so many types of teachers' feedback, teachers need to

choose the appropriate way in providing written feedback to students' writing. Those types of teachers' written feedback can be so many. According to Tedick and Gortari (1998), there are 8 types of teachers' written feedback; they are explicit, recast, clarification request, metalinguistic clues, elicitation, and repetition. Zaman and Azad (2012) and Razali and Jupri (2014) divide teachers' written feedback into form-focused feedback, content-based feedback and integrated feedback. Others types of teachers' written feedback are defined by Zaman and Azad (2012), Ellis (2009), Lindqvist (2011), and Park (2006) as direct feedback and indirect feedback. There are also criticism, praise, and advice as other types of teachers' written feedback (Silver, & Lee, 2007; Kafri, 2010). Moreover, not all teachers who teach writing consider teachers' written feedback is important for students' writing. Based on those problems, the researcher conducts this study in order to know teachers' attitude toward their own written feedback and teachers' obstacles in providing written feedback all at once with the teachers' strategies to solve those problems.

Based on the details above, in order to specify the discussion in this research, the researcher focused on five types of teachers' written feedback which were categorized into two categories. The first category was based on the components the teachers focused on in delivering feedback which were form-focused, content-based, and integrated feedback. The second category was based on the techniques or methods of delivering feedback wich were direct and indirect feedback. The researcher choosed those five types of written feedback because

those were the feedback that mostly existed at EED of UMY based on the researcher experience.

Problem Statement

Although teachers' written feedback is considered to be beneficial for students' writing, there are still many problems encounter in the teachers' written feedback delivery on students' writing. In spite of the importance of teachers' written feedback, not all teachers apply teachers' written feedback in teaching writing. It is because most of the teachers think that teachers' feedback is time consuming. Zaman and Azad (2012) state that providing teachers' written feedback is time consuming because teachers should concentrate on students' writing one by one.

Beside that, in students' writing, there are so many ways in delivering feedback. The wrong delivery of teachers' written feedback will give negative impact to students' performance in writing. Some numbers of researchers place teachers' written feedback as a harmful, time consuming, and ineffective strategies in teaching writing if it is given inappropriately (Rahimi, 2010; Truscott, 2007; Sheppared, 1992; Kepner, 1991). To avoid the the negative impact of the wrong feedback delivery, teachers need to choose the best way in delivering teachers' written feedback adequately based on students' conditions and students' needs. It is a big challenge for the teacher because they should make a decision on their preference on using which types of feedback to be given to their students. Additionally, sometimes teachers are getting hard to provide written feedback to

each student on a large class size. Therefore, some teachers choose to provide general feedback to the whole class.

Problem Limitation

There are some ways that can be used to deliver teachers' feedback such as orally or in written. Hence, to limit the discussion, the researcher focused just on the teachers' feedback that are delivered through writing comment or named as teachers' written feedback. Moreover, to specify the discussion, because there are so many types of teachers' written feedback, the researcher focused on five types of teachers' written feedback. Those five types of teachers' written feedback were form-focused, content-based, integrated, direct and indirect feedback. The researchers choosed those types of teachers' written feedback because based on the researchers' experience, the teachers' written feedback which is mostly used by the teachers in EED of UMY in students' writing is those five types.

In this study, the researcher focused on discussing the teachers' feedback at English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY) in which the teachers' written feedback in students writing also existed in this department. Moreover, while there were some importances of teachers' written feedback, not all writing teachers applied teachers' written feedback in teaching writing. That is why, through this study, the researcher would to know the teachers' attitude on their own written feedback, teachers' obstacles in providing written feedback to their student, and teachers' strategies to encounter their problem in delivering written feedback to students' writing.

Research Questions

This study is aimed at finding out some information about teachers' written feedback at EED UMY. This aim is figured out in two research questions as mentioned below:

a. What are EED of UMY teachers' attitudes toward their own feedback in students' writing?

b. What are EED of UMY teachers' obstacles and strategies to encounter the obstacles in providing feedback to students' writing?

Research Objectives

The main purpose of this research is to discover teachers' written feedback given in students' writing at EED of UMY. Moreover, this research is also conducted to discover two purposes as set follow:

a. To reveal EED of UMY teachers' attitudes toward their own feedback in students' writing.

b. To identify EED of UMY teachers' obstacles and strategies to encounter the obstacles in providing feedback to students' writing.

Research Significances

The findings of this research have significances for the researcher, teachers, students, and the future researchers. The significances are listed below:

The researcher. This research has some importances to the researcher. The result of this study can broaden the researcher's knowledge about teachers' written feedback in writing. The findings of this study also become the

motivation to the researcher to apply appropriate teachers' feedback. Lastly, this study also becomes an idea for the researcher to deal with teachers' obstacles in teachers' feedback if someday the researcher becomes a teacher because this research will also reveal the teachers' strategies to solve the obstacles.

The teachers. This research provides some information about EED UMY teachers' attitude toward their written feedback and teachers' obstacles in delivering feedback. This information can be the evaluation to the EED UMY teachers and other teachers. By evaluating teachers' way of delivering feedback and their obstacles, the teachers can make some method in delivering feedback and think the proper strategies to solve their difficulties.

The students. This research gives information about the importance of teachers' feedback in writing. This information is useful for the students to deal with teachers' feedback and make them realize that teachers' feedback can help them enhance their writing skill as long as they come along the teachers' feedback and make some correction based on teachers' feedback.

Future researchers. Hopefully this research can be a reference and theoretical study to the next researchers who are going to conduct the same or related discussion.

Research Outline

This research consists of five chapters, and each chapter has sub-chapter. The chapters are introduction, literature review, methodology, finding and discussion, and the last is conclusion.

Chapter One is Introduction. This chapter provides some introduction about the research. The sub-chapters of this chapter are Background, Statement of The Problem, Limitation of The Problem, Research Question, Purpose of The Study, Significance of The Study and Outline of The Research.

Chapter Two discusses review of related literature. This chapter consists of some definitions of the key words used in this research and conceptual framework used in this paper.

Chapter Three discusses research methodology. This chapter consists of research design, research setting and participant, data collection method and data analysis.

Chapter Four consists of the finding and discussion. This chapter will discuss the findings of the research question in detailed explanation together with the discussion related to the theory.

Chapter Five presents a conclusion and recommendation. There are two sub-chapters which are conclusion, and recommendation.