

CHAPTER I

I. INTRODUCTION

This chapter provides introductory remarks about the study. It highlights several preliminary details concerning the current thesis about the teacher's feedback to students. This section will elaborate on the background, research questions, research purposes, research significance, research framework, and previous studies.

A. Background of the Study

Writing is one of the basic parts of learning English. Writing is a process of thinking and expressing ideas to turn words into sentences using the right structure and language. People can convey their thoughts, express their ideas, and write the facts by writing (Durga and Rao, 2018). In practice, writing is often considered a difficult language skill. Therefore, this study seeks to reveal the types of errors in writing through the feedback provided by the teacher.

Many people make the same mistakes that they may not be aware of. The difficulties in writing, regardless of the educational context, are most often related to the use of language, coherence, and cohesion. Others are related to writing in one's voice, finding relevant topics and sources; and the last and less problematic one is referencing and citing. This may be fixed and improved in a variety of ways, one of which is to seek input from a more skilled individual. This study revealed how students learn to write through feedback during the development of their writing.

Students learn at school through feedback given by the teacher. Feedback is not only given in written form, but can also be given in oral form. The teacher gives the students feedback at an appropriate time. For example, all students have done their writing assignments. After that, the teacher observes which parts need to be corrected, then discusses the class in general and also mentions the mistakes that the students made. At the end of the discussion, the teacher gives the students the opportunity to ask questions. Oral feedback will help students get closer to the teacher.

Feedback is a powerful tool for improving student learning, yet is complex to implement effectively (Carless, 2022). Therefore, it is a challenge for teachers to provide regular feedback to students. In addition, the importance of a teacher's feedback on students' writing not only affects the development of students' abilities and enthusiasm, but it also improves communication between teachers and students. Students will also feel happy because the teacher pays more attention to them, and this possibility will affect their emotions, which at their age have a drastic emotional level (Ellyani, 2016).

Muhsin and Sastrawati (2016) investigated the responses given by the students when receiving feedback from their teachers in SMA Muhammadiyah 1 Unismuh Makassar by interview. The result showed that students most often agreed to receive feedback after making a mistake. They most commonly responded when they made mistakes that they were lacking experience in learning English.

In another study by Ahmadi (2012) at the Islamic Azad University of Hamedan, he investigated the effects of two types of feedback on EFL students' writing: direct feedback and indirect feedback, by randomly assigned to three groups. The results support the notion that error feedback generally helps EFL learners improve their writing performance. As opposed to direct correction, this uncoded feedback provides a more successful technique for responding to student work.

Based on the previous studies, this study modifies the research to analyze the teacher's and students' opinions of oral feedback through an interview and observation. The researcher interviews the student's opinion regarding the teacher's feedback, and the researcher interviews the teacher's opinion regarding the feedback. After that, the researcher observes the classroom of the second graders at SMA Al-Islam Boarding School in Cirebon to see how the teacher gives feedback, and how the students respond to it.

B. Research Questions

This study examines the opinions of teachers and students on feedback. Therefore, the researcher articulates two correlating research questions in the context of feedback as follows:

1. What feedback do students receive from their teacher?

2. What do teacher and students think about teacher's feedback for students?

For the first research question, the researcher joins the class for class observation to find out how the teacher conveys the feedback and how the students react to it. This observation is to know how the teacher adjusts in giving feedback to each student because there are differences in their attitudes of each student. Therefore, it is important for the teacher to pay attention and also adjust when giving feedback.

For the second research question, it requires interviews to collect data with a teacher and students to find out what the teachers and students think of the feedback. The questions for the teacher and students are the same, but from different perspectives.

C. Research Purposes

This study aims to discover teachers' opinions about providing feedback on students' writing and analyze the types of feedback students receive from their teachers.

In this section, the researcher focus on the opinions expressed by teachers and students regarding feedback, whether they think feedback is important in learning to write, and what changes can be obtained from feedback. The researcher monitor feedback activities in class to determine how students react to the feedback provided by the teacher. This study employs qualitative approaches that seek to comprehend and know the viewpoints of teachers and students.

D. Research Significances

Writing is indeed how we express our ideas and thoughts, but in academic writing, there are rules that must be followed. Studying academic writing can be started at school with directions as well as material delivered by the teacher. It makes the teacher's role very important in paying attention to the development of student writing. Furthermore, the results of learning needed evaluation and teacher responses so that students' abilities could be developed by the teacher's feedback. This study offers both theoretical and practical significance.

Theoretically, this study helps improve students' academic writing skills by finding mistakes in writing and giving feedback from the teacher. Writing mistakes made by students can be identified and corrected through feedback. This study also helps develop closeness between teachers and students. Closeness will be established because there is frequent interaction between the teacher and students, with feedback on student learning, and the teacher has many opportunities to interact.

Practically, this research can encourage students to be more enthusiastic about learning English, especially in terms of improving their writing skills. Based on interviews with teachers in the preliminary research, there are quite a number of subjects related to writing skills at the senior high school level, but the teacher lacks trust in students to carry out writing activities because some of them often copy text from the Web. This is affected because the students feel incapable of writing well, and the teacher is less responsive to it. This study will encourage teachers to be more conscious of providing feedback to students, and this research will shed light on crucial elements that the study attempts to address. This study also provides further details for anyone wishing to conduct relevant fieldwork.

E. Theoretical Framework

Improving our writing requires feedback from experts. This study observes the improvement experienced by students after receiving feedback. The theoretical framework underlying this research is presented in the following diagram.



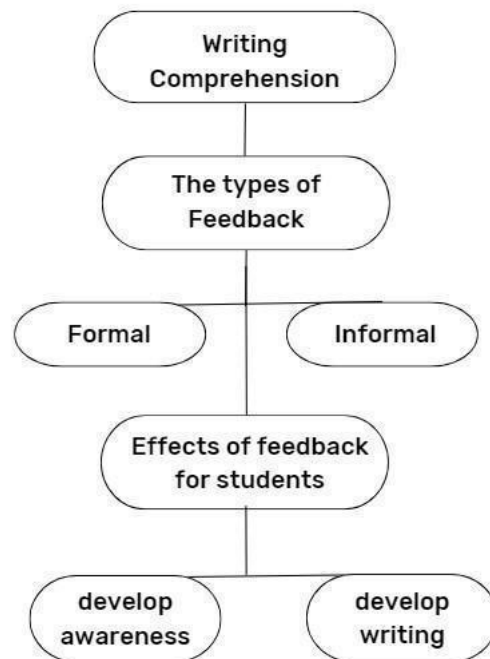


Figure 1.1 Theoretical Framework

Figure 1.1 is a summary of the conceptual framework of this study. This shows how the concepts of this study are related to one another. Each type of feedback has an influence on students, especially on their writing abilities.

Writing is a medium of human communication, representing language through physically written symbols. Writing can be an idea, an opinion, or a rewrite of the opinions of others. The ability to write and learning to write are so important, because both are used extensively in higher education and the workplace. Writing is necessary for both formal and informal purposes. Much professional communication takes place in writing; proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily activities (Klimova, 2012).

Good writing requires good learning, too. There is still time to study for someone who is still learning, especially students in senior high school, but they still require guidance and support from teachers and parents. A teacher can give the right approach, guide students, correct any errors in their writing, and give them positive and constructive feedback.

Sommers (1982) confirms that the teacher's comments on students' writing help them evaluate what they have written and develop control over their writing.

Feedback is any response regarding a student's performance or behaviour. It can be verbal, written, or gestural. The purpose of feedback in the assessment and learning process is to improve a student's performance, not put a damper on it (Dinham, 2007). Giving feedback can be conveyed not only verbally, but in several other ways, including through the attitude that the teacher shows to students through body language.

Giving feedback to students can affect other aspects. Cauley and Millan (2009) state that feedback provides a foundation for positive effects on student-teacher relationships. Giving feedback to students not only affects the development of their language skills, but also influences their emotional sides. They will be happier because they feel the teachers care about them, and at the age of high school teenagers, their emotions are out of control.

Feedback given to EFL students can take various forms. Dean (2022) lists the types of feedback that can be used as formal and informal feedback. Most of the feedback used is formal feedback, where this feedback is carried out on a scheduled basis and is given in routine notes. In contrast to scheduled formal feedback, informal feedback occurs anytime and spontaneously. This can be accomplished through words or actions. Feedback can occur if the relationship between students and teachers is well-established and close. These two types of feedback can be synchronized and done with students to maximize student writing and the relationship between students and teachers in and outside the classroom.

Feedback is often used in combination with language as a prompt for verbalization during writing revision, and this combination has shown the effect of increasing the quality of writing (Fukuta 2019). Feedback has a positive effect on students and has an effect on their writing. Feedback helps with motivation, boosts confidence, and shows people its value. Feedback increases student awareness, making students more aware of their strengths and weaknesses in a learning course. In addition, feedback increases students' writing. Feedback gives an objective evaluation of the student's writing. Feedback assists the students in reflecting on their writing and their learning strategies so they can make adjustments to make better progress in their learning.

E. Previous Studies

This section discusses the previous studies relevant to this research. Firstly, Nassaji (2023) revealed that while all the teachers highlighted the importance of corrective feedback, important differences were observed in their views about corrective feedback strategies. Notable discrepancies were also observed between teachers' stated cognition and their actual classroom practices regarding both the types and the amount of feedback used. This previous research investigated the types of feedback, while the present research investigated the types of feedback teacher give to students.

Second, Herlinawati (2018) claims that feedback has a great effect on the development of student writing. This study used purposive sampling with two classes as samples. In the experimental research class, the researcher taught descriptive text using the teacher's corrective feedback technique. Whereas in the control research class, the researcher only gave writing assignments without providing corrective feedback on student writing. In this study, the researchers gave the pre-test and post-test, with the results showing that the average post-test score in the experimental study was greater than the post-test average value in the control research class. Previous research used two classes for the object, while this present study used one class with interviews and observation as research methods.

Third, Muhsin and Sastrawati (2016) investigated the responses given by the students when receiving feedback from their teachers in SMA Muhammadiyah 1 Unismuh Makassar by interview. The result showed that students most often agreed to receive feedback after making a mistake. They frequently stated that they lacked experience in learning English when they made mistakes. Previous research may have similarities with present research. However, the previous study only interviewed the students, whereas the present research will interview both the students and the teacher.

Fourth, Peterson and Portier (2012) examined the grade one teacher's support for the students' writing development through formal peer and teacher feedback. Students provide feedback that is more content-oriented than convention-directed to one another. They revised their content and writing agreements in response to 90% of the feedback they

received from their peers and teachers. In comparison, the current study explores formal peer and teacher feedback, while the present study research teacher feedback.

Based on the previous studies, this study modifies the research to analyze the teacher's and students' opinions of oral feedback through an interview and observation. The researcher interviews the student's opinion regarding the teacher's feedback, and the researcher interviews the teacher's opinion regarding the feedback. After that, the researcher observes how the teacher gives feedback, and how the students respond to it.

