Chapter One

Introduction

Introduction is presented into some sections including the background of the research, the identification and limitation of the problem, the research questions, the purpose of the research, and the last is the significance of the research. The researcher explains one by one in the following parts.

Background of the Research

English is one of the foreign languages that is taught in almost all schools in Indonesia for every level. There are four skills in English subject that should be mastered by students which are divided into two different skills. They are reading and listening skill as receptive skills; and writing and speaking skill as productive skills. All of the skills are important to be learned, but this research focuses on writing skill.

Writing is important to be mastered because it is one of the ways to communicate with others besides speaking. Writing is a necessary part of life and important to gain success in the world. "There is not an area in life that does not utilize writing as method of communication" (Daly & Sharko, 2010, p. 10). Furthermore, writing can also be used to share ideas, opinion, knowledge, or information; and its form is more long lasting than speaking. Doubtlessly, the importance of writing has also been acknowledged by the public domain. "Two-thirds of the public would like to see more resources invested in helping teachers teach writing. And 74 percent teachers think that writing should be taught in all

subjects and at all grade levels" (National Writing Project, 2008, p.1 as cited in Daly, 2010, p. 10).

Writing, if compared to the other skills, is the most difficult one to be learned by foreign or second language learners in all levels (Bayukyavuz & Cakir, 2014) because writing requires a great deal of lexical and syntactic ability as well as organization principle in second language to produce an excellent paragraph (Tangpermpoon, 2008). There is no question that writing is a complex skill in nature, since it always absorbs much attention as one of the four main language skills and needs much practice to be mastered (Hamidi & Rezapanah, 2013). Based on the researcher's experience, writing can be difficult because of the lack of vocabulary, grammatical problem and other contextual problems. The fact that writing is the most difficult skill to be mastered also gives certain stress for the researcher. Hence, there is no hesitance that writing is difficult to be mastered.

Nevertheless, teacher can use some ways to help students in writing skill. One of the ways to help students through the difficulties of writing and then improve their writing is by providing teacher feedback. As Munice (2000) said that feedback is vital in helping learners to improve their writing skill and whatever forms it takes, and it can have positive effect on the learners' awareness in term of writing (as cited in Jing, 2010). Supported by Chen (2009) and Williams (2003), giving students an appropriate feedback is an effective teaching method (as cited in Chen, n.d). Additionally, teacher feedback has been observed as having positive effect on the accuracy of the target language form when participants are asked to revise their writing (Li, 2007) and other research in

multiple-draft settings showed that teacher feedback helped students improve their writing (as cited in Maarof, 2011). In other words, teacher feedback is one of the teaching methods which teacher can use in and outside the class in order to help students write better.

Based on the researcher's experience, teacher feedback in writing is helpful to improve writing skill. The researcher's writing skill improves because teacher gives written feedback on the researcher's writing. Teacher feedback also lets the researcher understand the error of the writing. Moreover, the researcher also uses teacher feedback as a reminder and a motivation to write better and not to do the same error in the next time. Moreover, based on the researcher's personal observation, some students of English Education Department do not pay much attention towards teacher feedback in their writing, they tend to ignore it and then make the same error. That is why the researcher questions whether students at English Education Department of Universitas Muhammadiyah Yogyakarta take the benefits of teacher feedback in their writing skill.

Identification and Limitation of the Problem

As explained in the background, writing skill in foreign or second language is a skill that is considered as a difficult skill to be mastered. Nevertheless, it is needed as one of the ways to share idea, knowledge, information and the tool to communicate with other. Teacher can provide teacher feedback for the students to help them in writing skill.

However, based on the researcher's observation, the possible problem which may appear in this research is that some of the students at English

Education Department of Universitas Muhammadiyah Yogyakarta do not consider teacher feedback as something important. Therefore, the researcher focuses on the students' perception towards the benefits of teacher feedback in their writing skill. The researcher conducts this research entitled "Students' Perception towards the Benefits of Teacher Feedback in their Writing Skill at English Education Department of Universitas Muhammadiyah Yogyakarta".

Research Questions

This research answers three research questions, as following:

1. How do students of English Education Department of Universitas Muhammadiyah Yogyakarta perceive their writing skill?

2. How do students of English Education Department of Universitas Muhammadiyah Yogyakarta perceive their teacher feedback in writing skill?

3. How do students of English Education Department of Universitas Muhammadiyah Yogyakarta perceive the benefits of teacher feedback in writing skill?

Purpose of the Research

There are three purposes of this research, as following:

1. To investigate how students of English Education Department of Universitas Muhammadiyah Yogyakarta perceive their writing skill.

2. To investigate how students of English Education Department of Universitas Muhammadiyah Yogyakarta perceive their teacher feedback in writing skill.

3. To investigate how students of English Education Department of Universitas Muhammadiyah Yogyakarta perceive the benefits of teacher feedback in writing skill.

Significance of the Research

This research gives significance for several parties including students, teachers, curriculum designer, the researcher, the other researchers and the other readers that can be divided into two kinds.

Practical significance. This research gives practical significances for students, teachers, and curriculum designer. The result of this research is expected to help students to be aware of the quality of their writing; to be aware of the benefit of teacher feedback which can be one of the ways to improve their writing skill; and then consider the importance and the role of teacher feedback in their writing. Moreover, teachers also can take the significance of this research since it helps them to be aware that teacher feedback is important, and then start giving feedback for their students' writing, and consider the appropriate feedback to be given to their students. The last, the result of this research is expected to inform the curriculum designer that teacher feedback is needed as one of the essential things in learning and teaching process in formal and informal situations. Thus they can put it in the syllabus.

Theoretical significance. This research gives theoretical significance for the researcher, other researchers and the other readers. This research is expected to broaden the researcher's knowledge dealing with teacher feedback especially in writing skill. It is also expected to be source for other researchers in the future. And then the result of this research is expected to give idea for the other readers thus they can conduct other research in this topic.