CHAPTER I
INTRODUCTION

This chapter will discuss about the background of the study. It is divided into seven sections, namely research background, research questions, research objectives, scope of the research, research benefits, and definition of terms.

1.1 Reseacrh Background

Ayken (2004) explains that in learning a language making errors is something unavoidable and natural. Making errors should not be a problem in language learning, especially writing, because what is essential is not the presence of the errors but how teachers approach them. It is important because the success of handling errors and providing necessary feedback to learners will turn this natural process into a significant feature for students. It is important for students to be provided with feedback because feedback functions as a reflection of how they are progressing in their language learning so that the students will not repeat the same errors in the future learning. The role of feedback becomes more essential in writing because this particular English skill is deemed complicated. Feedback itself can be given in various ways by teachers (Kessler, Quinn, and Fathman (1992). It can be given in both spoken and written way. In writing class, the focus of this study, the feedback is mostly provided in written form and from the corrections of the teachers.

Teacher written feedback carries a crucial role in enhancing the writing skills of students. Not solely will it give a valuable chance for teachers' contextualized, individualized, and text-based instructions (Ferris, 2001), it may also be taken seriously by students than feedback given to the students (Hattie, 2012, p. 271). Particularly for foreign or second language writing, analysis has shown that both students and teachers agree that feedback from teacher on student writing could be an important part of writing instruction and may carry a good influence on student writing (Goldestin, 2004; Leki, 1990, p. 58; Ferris & Hedgcock, 2014, p. 237).

Teachers know that feedback was useful or not based on the perception of students. It is because perception is an important element in the learning process. If students had a positive impact it means feedback is needed in the learning process. For these reasons, analyzing the student's perception toward teacher feedback is very important. Sinclair (2001) define perception as a way of thinking or impression one has regarding something they see. Altman, Valenzi, and

Hodgetts (1985) explain that perception represent how stimuli are chosen and then grouped by someone to be interpreted meaningfully. To put it another way, perception is how someone sees reality. That being said, different people have different points of view when they are observing and experiencing a certain occasion or an object. Those point of view may lead to further influence on how the people think and feel about what they have experienced and observed and thus to an occurrence of any dissimilar changes and responses in attitudes or behaviors. Related to this study, perception is what teachers teaching in a critical reading and writing class are thinking and feeling about what is happening between students, the teachers themselves, and the writing activities in the class.

1.2 Research Question

1. What kind of teacher feedback is provided on the final drafts of the student of an Indonesian EFL critical reading and writing class?
2. What are the perceptions of students regarding teacher feedback?

1.3 Research Objective

1. To find out what kind of teacher feedback are provided on the final drafts of the student of an Indonesian EFL critical reading and writing classs.
2. To find out what are the perceptions of students regarding teacher feedback

1.4 Scope of the Research

This research is limited to find the students perception about teacher feedback. It focusses in Critical reading and writing subject. Thus, students can increase their achievement in their writing class.

1.5 Research Benefits

1. Theoretically

This research is expected to give effectives way in increase students writing achievement.

2. Practically

   A. English Teacher: For the teacher, hopefully after knowing the results teacher can improving their technique in giving the feedback.

B. Students: For the students, hopefully students can accepted the negative and positive feedback from their teacher and they can improve their writing skill in the future assignment.

C. The other researcher: For the other researcher, hopefully this study can inspire them to conduct further researches to enrich the existing study.

1.6 Definitions of Key Terms

1. Students' perceptions

Mooney et al (2007) describe perspective as simply a way of looking at the world. The theory is designed to answer a question or phenomenon; it provides us with a perspective. Theoretical perspectives have three majors. There are the functionalist perspective, the conflict perspective, and the symbolic interactionist perspective. The functionalist perspective focus on how each part influences and is influenced by other parts and emphasizes the interconnectedness of society. The conflict perspective views society as different groups and competitors to get the power and resources. Then, symbolic interactionism emphasizes that human behavior is influenced by definitions and meanings that are created and maintained through symbolic interaction with others.

2. Critical Reading and Writing

Reading and Writing is an integrated skill that cannot be separated. When students get writing instruction without having the ability to read and strategies for reading material it will make students have difficulty in mastering the concepts. Increasing students' achievement in critical reading and writing is needed because writing has some stages in university that are critical reading and writing, academic writing, and then writing the thesis.

3. Teacher Written Feedback

Some experts suggest that teacher written feedback is a primary method to respond to students essays and give assistance in their writing improvement (Srichanichon, 2012) and improve the accuracy of the use of rule-governed linguistics features (Bitchener et al, 2005)