CHAPTER I

INTRODUCTION

This chapter covers the background of the study, statements of the problems, objectives of the study, a quick look-within of the related literature, the significance of the study, the scope of the study, the assumption, and finalized with the definition of key terms.

1.1 Background of the Study

For decades, English has covered majority fields of expert such as science, aviation, tourism, international affairs and technology and is spreading worldwide as social phenomenon to such an extent where English is no longer an option but a necessity to keep the communication lines open and the social relationship in good repair (Leech, 1974). Shortly, English has served important role to broaden opportunities and connect unlimited possibilities of interests amongst nations.

Nevertheless, mastering English has never been a trouble-free journey especially to those who aim for higher proficiency in English. Consequently, to achieve higher proficiency in English, learners are required to study the four fundamental skills from reading, and specifically, to writing. In fact, writing is the primary basis of communication which enables people to express their ideas and spread messages throughout the whole world, or even to inherit the existing culture from the previous era to the next era by recording it into the writing's medium like stones, papers, etc. In

other words, writing is one of the crucial aspects that the learners require to master when it comes to learning English.

Over the years, feedback has essentially been an idiosyncratic part of and in the teaching learning process due to its powerful impact towards students' achievement. It is a process of seeking and interpreting evidence for use by learners and their lecturers to decide where the learners are in their learning, where they need to go, and how best to get there (Assessment Reform Group, 2002) and feedback is a crucial aspect which should be used to help learners understand what they need to do to improve their learning as well as what was done well (Brookhart, 2008). Askew (2000) defines feedback as "a judgement about the performance of another with the intentions to close a gap in knowledge and skills" (p. 6). For that reason, feedback, as claimed by many researchers, has often contributed significant results considering that the function is to directly tell the learners to focus on what aspects they need to improve.

The paramount of feedback is to help the learners achieve the goal of teaching learning process, in which case, the learners are able to reach a certain satisfying provision grade. Many researchers have seen how pivotal the presence of feedback is, albeit some researchers (e.g., Truscott, 1996, 2007; Ferris, 1999, 2004; Truscott & Hsu, 2008) have profoundly been consistent in opposing this view, and instead, saying that the presence of feedback is detrimental to the learners. However, the lecturers and the students do not always receive the same perspective or so-called homogenous view of the effective feedback practice.

According to the latest curriculum, the very first basic type of writing which the English Department students need to learn in a private university in Surabaya is called Paragraph Writing. The amalgamation which occurs during the process of creation in paragraph writing takes several factors to consider before a student can make a unified and coherent writing such as sentence unity, logical flow of writing and proper paragraphs which contain main ideas as well as supporting ideas. Inevitably, the presence of lecturers' feedback is needed to guide the learners on the aspects where they do not perform quite well. In respect to the previous reason, the researcher would like to find out if lecturers' feedback has bestowed positive contribution during their learning process. Therefore, the researcher conducts this study to discover English Department students' perception after receiving lecturers' feedback in relation how the feedback contributes to their Paragraph Writing.

1.2   Statement of the Problems

Attributing to the background above, the study targets on answering the following problem:

What is the perception of the English Department students on the contribution of the lecturers' feedback on the aspects of its advantages, disadvantages, drawbacks and meaning during understanding feedback in Paragraph Writing assignments?

1.3   Objectives of the Study

The goal of the study is to find out:

The perception of the English Department students on the contribution of the lecturers' feedback on the aspects of its advantages, disadvantages, drawbacks and meaning during understanding the feedback in Paragraph Writing assignments.

1.4   Theoretical Framework

As Byrne (1988) considers writing as an action of developing ideas in words to the target reader in mind and the process is neither convenient nor spontaneous; it involves a mindful of mental effort, this study emphasizes on the theory which came from Hyland (1998) and Ferris (1997) which avows the presence of lecturers' feedback, when used effectively, can also act as a medium of interaction between student-lecturer and student-student then triggers revision, which subsequently fosters language improvement.

According to the form, feedback is divided into two categories: Oral feedback and written feedback. Clarke (2003) addresses oral feedback requires face-to-face interaction with people and the most natural one meanwhile written feedback is presented in written form and given after the students have composed writing assignments. One of the most essential goals of giving feedback is to affect students' motivation to learn and their perception about their intelligence and their ability to learn (Black & Wiliam, 1998). Furthermore, the study takes the theory of perception from Carless (2006) into a consideration regarding of his statement which claims that differing viewpoints between the lecturers and the students can alter the potential aspects in the learning process.

1.5   Significance of the Study

The findings are expected to provide English lecturer an insight about:

1) how the students comprehend and construe the feedback.

2) the difficulties which the students experience during the process of interpreting lecturers' feedback and revising the work.

3) conducting further researches on lecturers' feedback or other issues related to feedback to broaden the present study.

1.6   Scope of the Study

The study applies qualitative study as its basis. The researcher decides to limit lecturers' feedback in the form of written corrective feedback. Additionally, the researcher selects the respondents who belong to the same semester from the academic year of 2018-2019 taking Paragraph Writing class without seeing from which class they belong to.

1.7   Assumption

1) The lecturers have delivered a clear, well-structured feedback.

2) All of the students have received and read the lecturers' feedback given.

3) The researcher cannot control the answers since the students' answer may vary from one to another.

1.8   Definition of Key Terms

a. Writing is a means in which a writer blends together the pieces of the text, generating ideas thorough sentences and paragraphs within over all structures (Hedge, 1988, p. 89).

b. Feedback is information provided by an agent (e.g., lecturer, peer, book, parent, self, experience) regarding aspects of one's performance or understanding, thus, feedback is a "consequence" of performance (Hattie & Timperley, 2007).

c. Perception are mental and cognitive processes that empower people to understand and interpret their surroundings (Kinicki & Kreitner, 1992, p. 126).