

CHAPTER I

INTRODUCTION

1.1 Background of the Research

The use of English Language in the writing activity is still a problem for most Indonesian students, as well as many other students who learn English as a foreign language. In writing, many students have a difficulties in expressing idea.

The ability of students to carry out the stages of the writing process is still become an obstacles for students. Such as, planning, drafting (writing), revising (redrafting) and editing. It explains that in the writing process there must be a revising stage, a stage where a process of making change throughout the writing of a draftt occurs, change that can make the draft congruent with the writer's intention. The students need feedback from the teacher. Teachers's feedback can improve students' writing skills and also will be the guide for the students to minimize errors and maximize the quality of writing.

Feedback becomes very important both students and teacher, feedback is giving informational about correct or incorrect students writing, with that feedback also students can correct their own mistakes and their ability. Written feedback become ineffective because students do not understand the meaning of feedback and it causes students to focus more on surface errors

that on the clarity of their ideas. The students may not read the mark and notes at all, may read them but not understand them and they do not know how to respond. Teacher comments on content are of little use if the students do not know what they mean or how to use that feedback to improve their writing skill.

Students perception towards written feedback is an important element in the learning process. Because when the students have positive perception of the teaching-learning process, will have good interest in joining and being concerned with the teaching and learning of English. With the positive perception, students will not do mistakes again and help students improve their writing proficiency so that they are able to produce their composition with minimum errors and maximum clarity. With negatif perception some of students find that there is no different in their writing after reciving the feedback.

The goal of feedback is to teach skills that help the students improve their writting proficiency. Russell and Spada (2006:54) also supports similar claims:

“we think feedback is essential in helping groups and groups members learning more about how they operate and about themselves individually. We also think that feedback has to be given skillfully”. The taacher should choose the way of giving error feedback clearly

Based on the positive and negative effect of teacher's written feedback, it is essential to explore more about the student's perception towards the implementations of teacher's written feedback. The perceptions from the students might be very different from one student to others. Students' perceptions about the implementations of teacher's written feedback become a reference for teacher to increase knowledge about the students and increase quality of teaching and learning.

In this research, based on the background above the researcher focuses on how does the implementation of written feedback strategy in students' writing activity and what are the students' perception towards teacher's written feedback that given by the teacher at one of senior high school in Tanjung Jabung Barat Jambi province

1.2 Research Questions

To guide this study, the researcher already formulate the problem into question as follows:

1. How does the implementation of written feedback in students' writing ?
2. What are the students' perceptions towards teacher's written feedback on their writings?

1.3 Objective of the Research

The objectives of this research are to understand the implementation of written feedback in students' writing , and to find out the the students' perceptions towards teacher's written feedback on their writings.

1.4 Limitation of the Research

This research focused to describe how the implementations of written feedback in students writing does. And the students' perceptions on the use of teacher written feedback in students writing. The participant of this study was one class with nineteen students of 11th grades of senior high school in Tanjung Jabung Barat. In doing this research, the research also focused on delivering questionnaire and interview the students to see the implementation and perception of use written feedback in students' writing in the classroom.

1.5 Significance of the Research

This research was provide English teacher with a clear description of feedback on writing. Hopefully, after knowing the result of this research, the can be valuable insights to the teacher to improving the techniques in giving feedback. The students who learn writing can improve their writing by having a clearer perception about the teacher's written feedback. The researcher hopes that this study can inspire other researcher to conduct further researches about teacher's written feedback or other topics related to feedback.