

Chapter 1: Introduction

In this chapter it is going to be discussed about the background of how the researchers take on issues that occur based on experience and raised into this study, the research objectives, and also the significance of this research.

Background of Research

Providing written feedback on students' written work has been one of the very important roles for teachers of English as a foreign language (EFL henceforth) to improve students' skills in constructing and producing good writing. Besides, the purposes of feedback are also to provide a comment that can be used as a scaffold, as it error corrections. By this, the students can identify mistakes on their writing.

According to Hyland (2006), feedback is often seen as one important thing to encourage and consolidate students' learning. Giving feedback is thought of to be one of the strategies in enhancing the integrity and proficiency of students' writing skills. However, behind the EFL teachers' feedback unfortunately exists many cases faced by the teachers themselves. The teachers often encounter many obstacles in providing feedback on student writing. This is because most of today's EFL teachers have little known about precise ways and methods in providing feedback.

Additionally, in the current practice of feedback, teachers tend to be less detailed in giving error corrections. Previous study reported that most teachers rarely gave feedback to students regarding their assignments (Ladsmi, 2018). More bluntly however, rested upon the researcher's personal experiences teachers in some cases gave both verbal and written responses to the students' mistakes without providing any explanations related to the responses, such as offering correct answers or giving some advice to students. Given this, students find it difficult

to solve their problems concerning the errors they committed in their writing. Thus, it contributes a huge impact on their writing quality.

Moreover, the researcher also indicates misunderstandings between teachers and students related to the feedback. Teachers sometimes offer some highlights on students' paper, yet there is no clear communication between the teachers and the students related to comments that the teachers gave. This sort of problem leads confusion to the students regarding the mistakes that they have committed. Additionally, such a problem gives a big effect on inability of students to improve their writing skills, which serve to further triggering a decrease on students' learning motivation.

Studies on written feedback have widely been conducted by some researchers. In this particular research study, accounts on written feedback reported by Indonesian investigators are set out. The first research was conducted by Suyoga and Nirmala (2017). The study focused on the impact of direct feedback on students EFL writing skills. Through two consecutive written assignments, they found that direct feedback has no significant effect on students' writing quality.

The second study was conducted by Kisananto (2016), looking at the written corrective feedback effects on writing accuracy of higher education students. Her study of pre-test post-test writing test indicated a different impact of written corrective feedback on students' writing accuracy. She found that direct written corrective feedback offers significant influences on students' writing accuracy, while the indirect feedback conversely has no impact on students' writing accuracy.

The third study was conducted by Faroha, Muslem, and Fajrina in 2016. Faroha et al.'s (2016) study investigated the kinds of written corrective feedback and the motive behind the use

of the feedback types on students' writing. Using qualitative method in the form of descriptive analysis, they discovered two types of corrective feedback to name direct and indirect written feedback used by teachers where the reasons for using those two types of corrective feedback are to respond and to correct students' writing errors.

Study on teacher's corrective feedback has also been reported by Rhohmawati (2018). The study focused on describing triple main issues of feedback correction, such as its types, dominances and functions. The findings of Rhohmawati's (2018) study showed that five types of oral corrective feedback and two types of written corrective feedback including direct and indirect feedback were used by the teachers. In term of functions, Rhohmawati found that students' guideline, motivation and interaction development between teacher and students served to be means for the oral corrective feedback, while students' writing guideline, motivation, and aid to the analysis of students' errors are the means for written feedback corrections. Rhohmawati also found that explicit correction, and direct correction become the dominant types of oral and written feedback corrections respectively

The above previous studies have investigated teacher's written corrective feedback from various foci of interest by looking it at its general impact, its effect on students' writing accuracy, its kinds, functions, its dominant used types as well as the reasons behind its use on students' writing. Almost similar to these past studies, this research focuses on teacher's feedback on students' writing. Yet, of those presented accounts, study reported by Suyoga and Nirmala (2017) have a shared interest to this present study. However, it is important to note that Suyoga and Nirmala's (2017) line of investigation involved only two phases of written assignments derived from students' short essays.

Different from the study of Suyoga and Nirmala, this study was based on teacher's corrective feedback on students' writing skills progress. In this research, the data were gathered through three stages of written essays. With this consideration, the researcher argues that this current study presents thorough but novel analysis regarding students' writing skills progress on teacher's feedback. The novelty of this study lies in the interpretation raised to the issues of the progress of students writing concerning teacher's feedback. With this in mind, issues proposed in this current research is worth studying.

Research Questions

Based on the presented background above, this study is designed to address the following research question formulation:

- How is the progress of students' writing after getting feedback?

Research Objective

In response to the formulated research question, this study is conducted to have the following research goal:

- To find out the progress of students' writing after getting feedback.

Research Significances

This study is expected to be the implication or the reference of teachers in order to see how this method can be used by teachers in achieving learning objectives. Some teachers have used the way to provide feedback in their teaching process, while other teachers still do not realize this as the precise choice on accomplishing their goals. Thus, by looking at the results of this research, it can be an indication of how feedback can be applied on every learning and teaching process, not only in writing courses, but it could be practical on another skills subject such as speaking, listening or reading.

In addition, this study is expected to be an inspiration for other students to be able to conduct similar research on other skills subjects, so that teachers can perceive further how effective the feedback when it is applied on another subject.