

# CHAPTER I

## INTRODUCTION

This study is intended to investigate about background of the study, scope of the study, research question, purposes of the study, significance of the study, and definition of key terms.

### **A. Background of the Study**

The written feedback is defined as comments, questions or error correction on students' writing<sup>1</sup>. Research on the use of feedback when teaching English, especially writing skill has been done by many teachers both in Indonesia and in international context, it is because by feedback teachers can help students compare their own performance with the ideal and to diagnose their own strengths and weaknesses<sup>2</sup>. There some research has found that both teachers and students hold the teacher feedback on student writing is a critical part of writing instruction and can have a great influence on students writing. In writing process many of Students may find difficulties in writing in a good and right form in English. They found difficulties in expressing ideas in a text. Mostly, their problems were related with vocabulary, grammar, and punctuation. In addition many studies have examined this case; some strategy of it is using feedback to overcome student's difficulties in writing<sup>3</sup>. In fact shows, written teacher feedback covered content, organization, vocabulary, grammar and

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<sup>1</sup> Lindsay Mack, "Issues and Dilemmas: What Conditions are Necessary for Effective Teacher Written Feedback for ESL Learners?" *Polyglossia Journal*, (2009), p. 33.

<sup>2</sup> Napaporn Srichanyachon "Teacher Written Feedback for L2 Learners' Writing Development," *Journal of Social Sciences, Humanities, and Arts*, no. 1 (2012), p. 8.

<sup>3</sup> Fatemeh Nematzadeh, Hossein Siahpoosh "The Effect of Teacher Direct and Indirect Feedback on Iranian Intermediate EFL Learners' Written Performance," *Journal of Applied Linguistics and Language Learning*, no. 5 (2017), p. 110.

mechanics, and students reported that they benefited most from feedback on organization, which was focused on by the teacher.<sup>4</sup>

Meanwhile, In Indonesia especially in Kendari there are many research about feedback that focuses on improvement students' ability and perception in EFL writing. But the researcher only focuses on the strategy that they use in classroom, such us direct feedback, indirect feedback, peer feedback and others. Whereas, in this research the researcher will took different way from the research before. This study, focus on students' perception towards teacher response on EFL writing trough teacher written feedback.

Perception can be defined as “the process by which individuals organize and interpret their sensory impressions in order to give meaning to their environments<sup>5</sup>. Many factors can affect a perception, starting from the perceptual actors, perceived objects and existing situations. Based on the exposition bellow, the researcher wants to conduct a research with the title “Secondary High School Students' Perception towards Teacher Response on EFL Writing” at SMA Negeri 1 Kendari.

### **B. Scope of the Study**

This study focused on students' perception towards teacher response on EFL writing at SMA Negeri '1 Kendari. It concentrated on students' perceptions in comprehending Writing material.

### **C. Research Questions**

In an attempt to contribute to the body of knowledge in the writing material, this study will focus on the following questions as: “how do students perceive teacher response on EFL Writing at SMAN 1 Kendari?”

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<sup>4</sup> Li Zhan “Written Teacher Feedback: Student Perceptions, Teacher Perceptions, and Actual Teacher Performance,” *English Language Teaching*, , No. 8 (2016), p. 73

<sup>5</sup> Robbins, S.P. *Organizational Behavior*. (New Jersey: Prentice Hall, 2005).

#### **D. Purposes of the Study**

Based on the research background, this present study is aiming

1. To investigate students' perception towards teacher response on EFL Writing.
2. To discover the effectiveness of teacher feedback to improve student knowledge in EFL writing.

#### **E. Significance of the Study**

The results of this study are expected to give contributions in practically and theoretical significances.

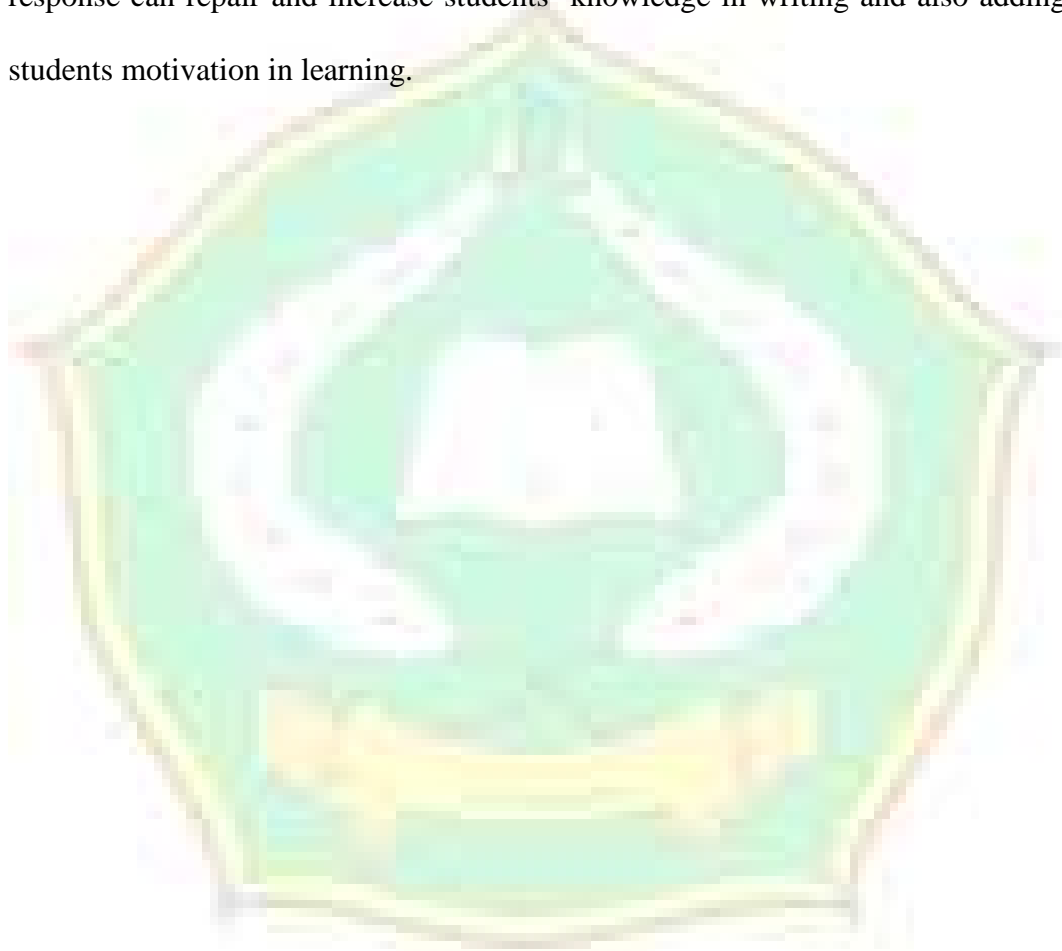
1. Practically, can be used as a model to improve the students' ability in learning English. It is also help and encourages students to express their ideas, and opinions in writing skill.
2. Theoretical, the teacher can know students perception on the rule of using English. This is can anticipate the negative perception from the student on their learning.

#### **F. Definition of Key Terms**

For the purpose of this study, the terms to be defined are listed as the following.

This study defines students' perception. Perception is a person's ability to interpret something, or the ability of a person to see or understand something. This process like organizing, composing, analyzing, interpreting of stimulus and information that individual receive and understanding about outside and inside of something environment.

Teacher response or feedback defined as information that is communicated to students and is intended to modify students' thinking or behavior in order to improve the quality of learning<sup>6</sup>. Besides, written feedback as the provision of information to students indicating the gap in actual versus a desired performance which justifies a given grade. This study means that the teacher response can repair and increase students' knowledge in writing and also adding students motivation in learning.



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<sup>6</sup>Shute, Valerie. J., "Focus on Formative Feedback, Review of Educational Research," No. 1 (2008), p. 153.