

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a very important aspect of communication for human being. By using language, people can communicate and share their feeling, experience, ideas and so on. It used by all people to communicate in oral or written. Every country has their own language for communicating each other.

In this era, English has become an international language which is used to communicate among the people all over the world. English not only used to interact with one another but also it is used to learn sciences and technologies. For this reason, from Elementary school to University in Indonesia require students to study English as a Foreign Language (EFL). Even some universities, they have English Department. Moreover, the development of ELT (English Language Teaching) is also change rapidly. There are two kind of ELT, the first is ESL (English as Second Language) and the second is EFL (English as Foreign Language). Based on Harmer (2004:39), ESL is normally used to describe students who are living in the target language community and who need English to function in that community on day-to-day basis and EFL is generally taken to apply to students who are studying general English at school and institute in their country or as transitory visitors in a target-language country.

There are four skills which more important and have more pay attention in English language teaching. They are listening, speaking, reading and writing.

Supported by Brown (2007: 284), for more than six decades now, research and practice in English language teaching has identified the “four skill”- listening, speaking, reading and writing – as paramount importance. Each of these skills, have their own difficulties to conduct, especially in Teaching English as foreign language like in Indonesia.

Writing is one of important skills. It also becomes an important aspect in our daily life. People can share their knowledge and science by writing their ideas. We often read book, magazine, newspaper, and so on where all of these are written language. Holy Qur’an also mentions how important it is in Surah Al-Qalam verse 1 below:

بِ
ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

In an Enlightening Commentary into the Light of the Holy Qur’an vol. 18 is explained that the Holy Qur’an Surah Al-Qalam verse 1 contains oaths taken as to two most significant issues in human life; "By the pen and by what they write." The oath is quite astonishing, since the object of the oath is seemingly an insignificant point, a piece of reed or something resembling the same and a little black material. Nonetheless, it is the fountain head of all human civilizations, advancements, and development of sciences, awakening of thought, formation of religions and schools of thought, and the springhead of human guidance and awareness such that human life thereby falls into pre-historic and historic eras (para.8).

Human history begins by the discovery of writing through which man was able to record the story of his life and left behind "what they write." The

majestic nature of the oath is rendered further evident by according attention to the point that such blessed Verses were revealed when there were no writers in that milieu and the number of the illiterate inhabitants of Mecca, the focal point of devotions, politics, and economy of Hijaz, did not exceed twenty (para.9). Thus, swearing by the pen in such milieu is of a particular majesty.

In English language teaching and learning, writing is one of productive skills as stated by Harmer (2007:265) that writing is one of productive skills where the skill requires students to produce language themselves. In the other, when the students write, they are producing language. Different with other skill, writing skill is more complex. The activity involves the ability to think for expressing idea or opinion in a written language style. Writing is a skill to express thought and ideas through written as stated by Brown (2001:336) that writing as the process of putting ideas down on paper to transform thought into words, to sharpen your main ideas, to give the structure and coherent organization.

Written language is produced through the stages and processes. In the writing process requires the ability to express ideas, thought or opinion to others. To express the ideas, thought or opinion, there are some elements which should be considered such as language aspects, purpose, audience, and so on. According to Raimes (1983:6), while producing a piece of writing, writer have to pay attention in some aspects such as syntax, content, grammar, mechanic, word choice, organization, purpose, audience and also the writer's process.

Based on the facts above, the writing skill is not gained naturally, but through the teaching and learning process and practice it continuously. In teaching

writing, there are some tasks for a teacher as stated by Harmer (2004:41) that “among the task which teachers have to perform before, during and after student writing are demonstrating, motivating, provoking, supporting, responding and evaluating”. In another book, Harmer (2007:330) added that “one of important roles of teacher is feedback provider”. In addition, one of teacher tasks in teaching writing is responding student writing.

Responding to student writing is known as a feedback. Hyland and Hyland (2006:117) said that feedback is “the communication of a response to a student’s performance in relation to a given task”. The feedback which is given by teacher known as a teacher feedback.

Teacher feedback is given in different ways. It is common found in written form with type of praise, criticism, suggestion and corrective. Besides, teacher also uses feedback in oral form to clarify what the teacher wrote on students’ writing to avoid misunderstanding. Based on the reasons, researcher most interested to know the teacher feedback on writing.

Teacher feedback is very useful to demonstrate what student might do in the next time about their writing. In fact, the teacher feedback often meant nothing as stated by Lounis (2010:2) that “teacher often spends much time to circle, underline, correct and make suggestions for improving the written piece, but not all students respond to their teacher feedback and the feedback meant nothing”. Researcher thinks that it might be caused by the quality of feedback or the feedback is inappropriate with students’ expectations.

Therefore, teacher should more pay attention about the quality of feedback and students' expectations. Besides, Feedback is a way of teacher communicates with the students so that the feedback should be stated clearly and provided in a good way. In the Holy Qur'an Surah Ali- Imran verse 159, Allah says:

فَبِمَا رَحْمَةٍ مِّنَ اللَّهِ لِنْتَ لَهُمْ وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَانْفَضُّوا مِنْ حَوْلِكَ
فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ اللَّهَ
يُحِبُّ الْمُتَوَكِّلِينَ ﴿١٥٩﴾

From the Holy Qur'an above, Allah gives an example for us to briefly solve a problem. Teacher should communicate to the students gently, to make them comfortable in the teaching and learning process and give a good response about students' mistake and error to improve their understanding. It is precisely with these error, the teacher give feedback and know in terms of what students still have difficulties in understanding.

The quality of teacher feedback is important for students to understand the information which given by teacher. It related to Burnett (2002:2) that "the quality of feedback is more important and valued by students". Therefore, students' responses can be a way to show and improve teacher feedback quality as stated by Lee (2010:145) that "students' responses to the teacher feedback are feedback to teachers as a heuristic to help them develop reflective and effective feedback practices". Based on the fact that, researcher thinks that knowing the

students' responses on teachers' feedbacks, for a teacher, is very important to achieve a successful teaching.

According to writer pre-observation, this study is conducted in English Department of IAIN Antasari Banjarmasin because the teachers' writing, especially the academic writing teachers. There are some teachers' writing to teach academic writing. The academic writing teachers always change every year. Therefore, researcher thinks that they have different methods and techniques in teaching writing, especially in providing feedback. Besides that, all teachers here have a good competence in teaching English. They graduated from a good university in Indonesia and abroad and have more experience on giving feedback for the development of students' writing. So, the researcher interested in conducting this study in English Department of IAIN Antasari Banjarmasin and superior of this place could be an example for another college or university especially for teachers' writing, it would be shown how to provide effective feedback to their students.

Additionally, the feedback studies on students' responses that focus on sixth semester because one of writing courses is taught in this semester. It is academic writing course. In this course, students are required to write in academic style where they begin to produce passable academic paper and assignment and will have been exposed to foreign language writing for a substantial period of time. Besides, the students already get all the basic of writing skills when they have been basic writing, paragraph writing and short essay writing course. Therefore, an awareness of students' responses on teachers' feedbacks can help

teachers better understand how their feedback can give beneficial effects on student writing and students can get maximum benefit from the feedback.

A large number of studies have been conducted to investigate the feedback on student writing. Studies on feedback in relation to writing performance and accuracy have ranged from feedback source, function, focus, strategy, to feedback media. Example of studies on feedback perception is the study with the title “Students Response to Teachers’ Feedback on Writing (The Case of Third Year L.M.D) Students Of English) was written by Lounis in 2010. The research which conducted in Department of English at UMC (University of Mentouri Constantine) used questionnaire and an-class writing test as research instruments. The similarity between the previous research and this research is both of them describe about students’ responses on teachers’ feedbacks. Then, the difference between the previous research and this research is the previous research explained about the connection between the types of teachers’ feedbacks provided and students’ responses to it, but this research focus only on the types of teachers’ feedbacks on students’ writing and the students’ responses focus on students’ expectations about teachers’ feedbacks. The result of previous research is there is a strong connection between feedback provided by teacher and students responses. Also, the types of feedback has effect to students’ revision skill and their writing quality.

Based on the reasons above, the researcher is interested in doing a research on title: **Students’ Responses on Teachers’ Feedbacks on Academic**

Writing Class of the Sixth Semester at English Department of Antasari State Institute for Islamic Studies Banjarmasin.

Feedback is one of important parts in teaching writing. By using feedback, students are motivated to revise their errors and designed to be better writers. Moreover, students' responses also will be a feedback for teacher to help them develop their feedback practice.

B. Statement of Problem

Based on rationale of the research and clarification of the title, so the researcher focuses on the central problem by formulating two questions:

1. What are types of teachers' feedbacks on students' writing at academic writing class of the sixth semester at English Department of Antasari State Institute for Islamic Studies Banjarmasin?
2. How do students' responses on teachers' feedbacks at academic writing class of the sixth semester at English Department of Antasari State Institute for Islamic Studies Banjarmasin?

C. Objective of Research

The objective of this research are as follows:

1. To know types of teachers' feedbacks on students' writing at academic writing class of the sixth semester at English Department of Antasari State Institute for Islamic Studies Banjarmasin.

2. To describe students' responses on teachers' feedbacks at academic writing class of the sixth semester at English Department of Antasari State Institute for Islamic Studies Banjarmasin.

D. Significance of Research

From the result of the research, the researcher hopes some benefits such as:

1. To enrich the writer's knowledge and experience in the scientific research, especially about how to be a good teacher or lecturer of writing.
2. It will serve as information, consideration and input for English Education Department increasing educational quality and establishing conditions to support student's learning.
3. It can be helpful for teacher to understand how teachers give their feedback effectively, appropriate with the students' need and give beneficial effects on students' writing.

E. Definition of Key terms

To avoid misunderstanding, the researcher clarifies the key terms used in the title:

1. Students' responses

In *Kamus Besar Bahasa Indonesia*, response can be defined as reaction (Alwi; et al, 2005:952). In Oxford Dictionary, reaction means "what you do, say, or think as a result of something that has happened" (Hornby, 2008:365). Students' responses are reply or reaction of students on teachers' feedbacks which

are given as a response for students' writing. In this case, student response is the response which given by the sixth semester students that focus on their expectation to teachers' feedbacks will be given as a response for their writing in the future at English Department of Antasari State Institute for Islamic Studies Banjarmasin.

2. Teachers' feedbacks

Ur (1996:242) defined feedback as an information that is given to the learners about his or her performance of the learning task, usually with the objective of improving their performance. Irons (2008:70) stated that teachers' feedbacks are everything which comes from teacher to respond students' action as an initiator which consists of information for error revision or praises to encourage or enhance students learning. Thus, teachers' feedbacks can be defined as input from a teacher to a student with the effect of providing information to the student for revision. In this case, teacher feedback is the feedback which is given by teachers' academic writing on students' writing drafts at English Department of Antasari State Institute for Islamic Studies Banjarmasin.

3. Academic Writing

Nunan (2003:88) defined writing as "the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader". Brown (2001:336) identified writing as the process of putting ideas down on paper to transform thought into words, to sharpen your main ideas, to give the structure and coherent organization. Academic Writing is the kind of writing used in high school and college classes

(Hogue and Oshima, 2007:3). In this case, Academic writing is one of writing courses which is provided for students at the sixth semester by English Department of Antasari State Institute for Islamic Studies Banjarmasin.

F. Organization of the Content

This research consists of five chapters.

Chapter one is introduction which consists of rationale, formulation of problem, reason for choosing the title, purpose of research, significance of research and outline of research.

Chapter two is review of related literature which contains theories underlying the writing of the research. They are theories about writing, teaching writing, feedback and students' responses on teachers' feedbacks in academic writing.

Chapter three is research methods which explain the research approach, subject and object of research, source of data, data collection procedure and data analysis procedure.

Chapter four consists of finding and discussion.

Chapter five consists of conclusion and suggestion.