

CHAPTER I

INTRODUCTION

A. Background of Study

For humans, Language is an essential ability. Language is used by everyone to interact with each other by expressing various kinds of signs such as speech, writing or gestures. There are various languages in different countries. Humans can convey messages, experiences, and understand every message by expressing their language. In the international agreements, English has risen to the status of a global language, spoken by nearly everyone globally. Nowadays, the use of English has entered as a bridge in national relations between countries. As a country that realizes the global function of English, Indonesia requires its people to learn this language. In world communication, English is used in various sectors of life, such as trade, international relations, politics, science, technology, and many more. English has been used as world communication in various aspects such as politics, business, science, technological development and various other international relations (Brown, 2007).

Four skills are crucial in learning English and define the language skills of its users. Speaking, listening, writing, and reading are samples of these abilities. By mastering or simply maximizing the learning of these skills, everyone will be able to master English well. According to Brown (2007), there are four skills that play the most important role in mastering a

language. These skills are speaking, listening, writing and reading skills. This statement was found in learning practices and research for more than six decades. In every skill, there are various challenges in its application. The challenges are including dialects, behavior and customs.

Every language skill needs to be learned and taught by teachers to students including writing skills because each skill has a different and related function. According to Huy (2015), writing is a very complex action as it needs students' understanding, basic skills, strategic thinking skills, and the ability to coordinate many projects. Based on the importance of English, especially writing ability for students, teachers need to define ways to strengthen students' writing skills and choose the right media. Writing plays a further crucial role in helping students to incorporate language elements such as vocabulary, pronunciation and grammar. According to Harezi et al. (2018), writing is a communication process and ability that uses to communicate to the reader comprehension in the form of a message using a typical graphic system. This shows that writing is one of the methods to communicate messages, emotions and experiences. Also, to tell stories in a way other than orally. Readers can understand it because it uses certain symbols and codes.

However, writing represents one of the most difficult abilities to master in English. Writing abilities discuss grammar and vocabulary as well as theoretical and evaluation aspects. It takes excellent references and strategies to keep having a good work structured. Furthermore, writing represents the only skill that can create tangible products that can be seen for

an extended period of time. To prevent reader confusion when reading a paper, the writer must use perfect methods and style. This assertion is based on Al-Qalam 68:1 of the Qur'an:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ (١)

Allah swears by the "qalam" (pen) and everything penned with it in this verse. This word means that the pen is a wonderful blessing given by Allah on humans as the ability to speak and clarify things to others. People can use a pen to record the rools of Allah's religion conveyed to His apostles as well as newly found information. A letter written with a pen can be used to communicate both positive and bad news to family and close friends. Everyone can educate their community with a pen. Aside from that, humans can acquire many more blessings with the pen.

This verse seems to imply that Allah's knowledge is extensive, unlimited, and endless. As a result, humans are needed to seek and study His extensive knowledge in order to apply it to worldly interests. A pen is required as a tool to document and communicate knowledge to others so that it is not lost due to forgetfulness or the death of the person who possesses it. As a result, the pen and writing are inextricably linked and cannot be separated from the advancement of science, welfare, and the advantage of humanity.

According to Sigalingging et al. (2020), writing is the process of putting ideas on paper in order to turn a concept into words, sharpening the primary idea, and creating a coherent structure and organization.

Furthermore, Mustafa et al. (2017) state that when creating a written piece, writers must consider a number of factors, includes a great deal of coordination, awareness, and practice across all of its stages-composing, developing, and concluding. In other terms, writing is a difficult task. Writing well presents a variety of difficulties.

Good writing does not come naturally but requires effort by training to write a lot and always trying to improve writing skill. Everyone who can write well must have made mistakes. Efforts to correct mistakes will help a person to be able to improve the ability over time. This statement relates to the Qur'an, An-Nahl 16:119, as follows:

ثُمَّ إِنَّ رَبَّكَ لِلَّذِينَ عَمِلُوا السُّوءَ بِجَهْلَةٍ ثُمَّ تَابُوا مِنْهُ بَعْدَ ذَلِكَ وَأَصْلَحُوا إِنَّ رَبَّكَ مِنْ
بَعْدِهَا لَعَفُورٌ رَحِيمٌ (١١٩)

According to this verse, God will forgive people who make mistakes as long as people admit their errors, make amends, and swear not to repeat the mistakes. This verse demonstrates that everyone should learn from their mistakes, and this applies to both everyday activities include learning activities like writing.

Students' ability to write does not flow automatically, but rather through different learning and behavioral changes processes. In this instance, the teacher represents one of the participants who contribute the most to the success of students' writing because it is the teacher who teaches and trains students to write. As a result, teachers must assist their students in becoming better writers. Students frequently encounter difficulties before becoming

proficient in English, resulting in a dearth of quality in their writing. However, in order to improve their writing abilities, students must view these errors positively. If the teacher develops each of their writings, the more often students make mistakes in writing, the more knowledge students will gain. Furthermore, students can evaluate their theories and actively engage in language development by making mistakes to improve their language competence naturally. Mistakes and errors, on the other hand, enable teachers to comprehend students' weak points and build solutions to assist resolve those errors. According to Mirlohi (2017), in writing proses, a teacher has to do several things, including displaying, inspiring, stimulating, assisting, replying, and assessing to check whether the writing is accurate and or not. Moreover, teachers have to provide feedback on their students' work. All of this is done to guarantee that students' writing skills are monitored continuously and can develop.

Feedback is an essential aspect of student development in writing because it is one of the best ways for teachers to engage with students by using direct examples of students' writing mistakes so that students understand feedback properly. However, not all feedback is heard and understood by students. According to Lounis (2010), "teachers frequently spend a great deal of time circling, underlining, correcting, and making recommendations to improve written peace, but not all students react to their teacher's feedback, and it means nothing." The researcher hypothesized that

this occurred because the teacher's feedback was unappealing to students. It did not meet the students' standards or requirements.

Based on the issues raised above, teachers must start paying attention to the level of feedback that meets students' expectations so that students can receive it well and leave a lasting impression, making it simpler to improve writing quality. Feedback serves a purpose for teachers in addition to students. The student's enthusiasm and reaction to feedback as according Fadhilah (2017) produced in feedback on the teacher's teaching quality. In this case, the teacher learned whether the feedback he provides is appropriate and well accepted by the students or whether the students are uninterested and do not react to his feedback.

Depending on the researcher's observations, this research was carried out at English Department of Antasari State Islamic University Banjarmasin, mainly in the academic writing course. Furthermore, the teachers at this university are highly educated educators who have graduated from a variety of prestigious universities both in local and overseas. This institution, in addition to having outstanding teachers, is one of the largest in Indonesia and has created many successful graduates. However, no matter how excellent the teacher is at providing quality, some things are less effective for students, particularly in providing feedback. As a result, the researcher has an interest in conducting this research at the English Department of Antasari State Islamic University Banjarmasin to serve as a reference for teachers here and

at other universities, particularly in giving useful feedback for students' writing abilities development.

Moreover, the researcher concentrated on the research of students' preferences for teacher feedback on the academic writing course that the teacher delivered in the fifth semester. Students are introduced to academic writing techniques in this course, especially in writing a thesis proposal. Students who have entered this class have passed various writing classes before. The researcher can interpret that the students can already write from their previous writing class learning from this situation. The higher the level in the writing class, the more complex the technique would be. As a result, teachers must provide appropriate feedback based on their abilities to understand the problematic theories in this course. So, in this case, the procedure described the issue of student preferences, particularly for teacher feedback in academic writing class, so that teachers can more easily modify the feedback provided to students' abilities and expectations. In addition, there are several new things that researchers was looking for as research gaps including findings taken from different participants, different types of feedback used, the use of four data collection techniques, adding points to the way students handle feedback and new ways that students do for handling feedback. Based on the above results, the researcher is interested in conducting a research entitled: Students' preferences for teachers' feedback in academic writing class.

B. Definition of Key terms

To prevent confusion in this research, the researcher defines several key terms in the title:

1. Students' preferences

Students' preferences can be described as a stronger fondness for one option over others or as students' fondness for certain aspects of learning and their preferred methods of interacting with those aspects of learning.

2. Teachers' feedbacks

Teachers' feedback is input from a teacher to use in revising an assignment or project. Feedback from academic writing teachers at Antasari State Islamic University, Banjarmasin's English Department, is what the researcher means by "teacher feedback" in this situation.

3. Academic writing

Academic writing is one of the final writing courses that describe how to create a thesis proposal. In this instance, it is the fifth semester at Antasari State Islamic University Banjarmasin's English Department.

C. Research Questions

Based on the research purpose and title definition, the researcher focuses on the central issue by formulating two questions:

1. What are the students' preferences for various types of feedback in the academic writing class?

2. How do students handle the feedback that received in the academic writing class?

D. Objective of Study

Based on the problems that have been written above, the objectives of this study are:

1. To know the students' preferences for various types of feedback in academic writing class.
2. To describe how students handle the feedback that received in the academic writing class.

E. Significance of Study

The researcher hopes that the study produced some benefits for readers and for anyone who needs such as:

1. It is useful for teachers to comprehend how to provide effective feedback that meets the needs of the students and has a positive effect on student writing.
2. As information, input, and consideration for students to enhance learning quality with the feedback provided by the teacher.
3. To increase the researchers' experience and knowledge in scientific study, particularly how to become an effective writing teacher or lecturer.