

CHAPTER I

INTRODUCTION

One discusses the background of the research, followed by the formulation of research questions and objectives. The next section explains the urgency of the research and its significance in the scientific context. Key terms relevant to this study are defined operationally to ensure conceptual clarity.

A. Background of the Study

Writing is a vital life skill in many fields. Writing is the primary medium used in academia to communicate ideas and scientific research. Writing skills are essential in the workplace when interacting with clients, colleagues, and superiors. Writing can be a powerful tool for self-expression in daily life and a way for us to communicate concepts, stories, and experiences. The Quranic verses Al-Qalam (68:1) and Ali-Imran (3:159) emphasize the importance of writing.

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

The pen is explicitly defined in the opening verse as both a writing and a recording instrument. Writing is the key to achieving these objectives and plays a vital role in preserving and disseminating Islamic teachings. Researchers are certain that Surah Al-Qalam verse 1 proves writing is crucial in daily life, particularly as a means of documenting and extending knowledge. "Nun" is the opening word of Surah Al-Qalam. It is written with a pen and its contents. This verse makes it clear that writing and the pen are vital for communication,

knowledge transfer and idea sharing. The focus on the pen and writing in this study captures the spirit of the writing process that students encounter.

Students must receive constructive criticism from their teachers to develop and enhance their writing. Students should use this feedback to identify the advantages and disadvantages of their work. Surah Al-Qalam emphasises the value of clear communication and introspection in the writing process, which is the main goal of this research. This study examined how students react to this type of feedback. It will help them write better. Surah Ali-Imran verse 159 clearly instructs us on how to interact with our surroundings, emphasizing the importance of giving feedback and maintaining positive attitudes in our daily interactions.

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

Surah Ali-Imran also emphasizes the importance of gentleness, understanding, and consultation in social interactions. This verse clearly states that a leader – in this case, a lecturer – should be approachable and receptive to criticism. This attitude is crucial for this study when students are given critical feedback. Students must be open to feedback, be able to forgive errors and learn from criticism. This study definitively examines how students can internalise these values in their writing process. Students must embrace the attitudes taught in

Surah Ali Imran to accept criticism and use that experience to enhance their writing abilities.

The writing process comprises four fundamental steps: planning, drafting, revising and editing (HUSSAIN & ENGLISH, 2023; Leontjev et al., 2023). The writing process begins with planning. Students choose topics, come up with ideas, and draft outlines or descriptions as a starting point for their writing. Before writing the manuscript, ideas must be developed using techniques like concept mapping and brainstorming. The second stage is called drafting. Students then use the created outline as a guide to write the first draft. The focus now is on writing ideas down without overthinking technical details like grammar, spelling, or punctuation. The following step allows for the correction of technical errors. Revision is the third step. This crucial step involves significant revisions to the draft, along with the teacher's comments. After finishing the draft, the author must receive input on the coherence, organisation and content of the ideas.

This feedback helps identify areas that need to be developed, clarified, or adjusted to align with the writing objectives. Based on this input, the writer revises the draft by modifying it: improving the flow, deepening arguments, adding details, or reorganizing the text structure to make it more coherent and effective. This stage is iterative, where collaboration between the writer and the reviewer results in improvements to the content and organization of the writing before moving on to technical editing. The fourth stage is editing, which is the final step to polish the text technically. Here, minor errors such as grammar, spelling, punctuation, or format consistency are corrected. This stage ensures that

the text is ready to be presented in a neat and grammatically correct manner. Revision is an important component of all writing styles and is a skill that writers must acquire by Nordin (2011). Providing thoughtful feedback to students can help them make changes to their writing that will improve their writing skills. Every level of revision is possible, from correcting spelling errors to restructuring the document. Some studies have shown that correcting every error can be exhausting and painful, and uncomfortable, and have found that it can be a frightening and distressing experience for students to correct every error. To provide more meaningful feedback to students and prevent harmful emotional reactions, educators should also be aware of their students' various characteristics and how they react to the information presented to them (Ryan & Henderson, 2018).

According to Hattie and Timperley (2007), feedback plays an important role in the learning process because it connects teacher instruction with student understanding. Feedback not only serves to evaluate learning outcomes but also guides students in reflecting on their strengths and areas for improvement. However, the effectiveness of feedback is not only determined by how teachers deliver it, but also depends on how students perceive, understand, and respond to the input. Unfortunately, most of the research so far has focused on feedback techniques from the teacher's perspective, while student responses as recipients have rarely been studied in depth.

This study aims to explore how writers (students) respond to comments or revision suggestions from readers (e.g., teachers or teaching staff) during the

editing or revision process. In this context, readers act as providers of written or verbal feedback to help writers improve the quality of their writing (Reynolds & Teng, 2021). According to Bitchener and Ferris (2012), integrated corrective feedback refers to input provided by teachers to help students correct errors in writing, such as grammar, word choice, or sentence structure. For this feedback to be effective, teachers need to understand the learning process of students and the types of errors they commonly make. For example, if students frequently use inappropriate words, teachers should be able to identify patterns of such errors.

Metalinguistic feedback is a crucial type of feedback in which teachers hint at errors without directly providing the right response. For instance, a teacher might write: This word is simply inappropriate for the paragraph's context. Find a more suitable substitute. Students are inspired to think critically and solve problems independently. This method not only fixes mistakes but also teaches students how to write on their own.

Feedback from teachers is crucial for helping students improve their writing abilities. This can be in the form of remarks, recommendations, critiques or corrections. When given properly, integrated corrective feedback—feedback that blends strategic guidance with error correction—is a powerful tool for enhancing writing abilities, particularly for students learning English as a second language (L2).

Iskhak et al. (2017) reported similar results, stressing the value of reader response in raising the caliber of literary work comments. This study, as well as others, clearly demonstrates that different forms of feedback—written, oral, peer,

or reader-based—have a significant impact on raising writing standards. It is clear that students will advance in their writing when they comprehend the basic ideas behind the feedback and can apply criticism from it to both present and future writing assignments (Arndt & Arndt, 2019). Teachers must outline the requirements for each task, set clear goals for each one, and create a systematic completion schedule. Teachers must create more effective teaching strategies. They must plan task stages, create clear goals and understand how students react to feedback. This combination of methods enhances students' writing quality and strengthens their communication abilities.

Although a number of previous studies (Alamsyah et al., 2021; Fadli & Irawan, 2021; Rababah, 2023; Suci et al., 2021; Tejeda & Vasquez, 2024) have confirmed the importance of oral and written feedback in writing instruction, as well as their impact on student motivation and participation, there remains a gap in understanding how students concretely absorb, respond to, and apply these two types of feedback. Previous studies have focused more on comparing the technical effectiveness of verbal and written feedback (e.g., coded vs. uncoded, practical vs. target), but have not investigated the internal processes, opinions, challenges, and experiences of students in interpreting teacher feedback, particularly in relation to psychological factors such as self-confidence, opinions of criticism, and the ability to reflect on input. Additionally, findings (Alamsyah et al., 2021) indicating low utilization of feedback by students suggest a gap between the provision of feedback by teachers and its internalization by students. Therefore, this study aims to fill this gap by exploring students' responses to teacher feedback

and strategies that can facilitate the effective application of feedback in the writing process, thereby producing practical recommendations for optimizing the balance between verbal and written feedback according to the needs of the learning context.

Thus, the role of teachers in providing clear, focused, and constructive feedback is crucial. Teachers who provide educational and constructive comments can help students better understand and apply criticism effectively. This study aims to explore how students respond to feedback from teachers and how they can use that feedback to improve the quality of their writing. Addressing the gap in understanding and applying feedback will contribute to improving students' written learning outcomes. This research focuses on students from the Faculty of Tarbiyah at Antasari State Islamic University Banjarmasin, specifically those in the English Language Education Study Program, Class of 2022. It examines their opinions, difficulties, challenges, and experiences regarding the feedback they receive. Data are collected through interviews and supporting documents. Accordingly, the researcher conducts a study entitled *"Exploring Student Writers' Responses to Feedback from Lecturers."*

B. Research Questions

The main research questions that must be answered in this study are:

1. What types of feedback do the Student-writers receive?
2. How do Student-writers respond to feedback from lecturers on their writing?

C. Research Objective

Considering the research questions, the study intended to look into the following:

1. To find out the types of feedback students-writers receive.
2. To explore how students experience and response when receiving feedback from lecturers.

D. Significance of the Study

The findings of this study are expected to provide significant contributions as follows:

1. Theoretical Implications:

Theoretical implications explain how the findings can be expanded upon, evaluated, and recommended for the future. This study will tell students exactly what kind of feedback lecturers typically provide, and how their writing can be impacted by the lecturers' responses.

2. Practical implications:

To assess how research findings can enhance practical applications and address issues, practical implications pertain to the actual implementation of research findings. This study will help writers improve the quality of their writing by identifying the ways in which students' reactions to reader feedback can affect their writing. The findings of this study are a tool that can be used to help people create better strategies and tactics to assist writers. This

study makes clear the importance of understanding how authors' responses to reader feedback can improve writing and strengthen the connection between authors and readers in various settings, including academic, professional and creative ones.

E. Definition of Key Terms

To avoid any misinterpretation or misconceptions arising from this research, it is essential to present the definitions of key terms associated with the title. These are outlined below:

1. **Explore:** Exploration is a systematic process of investigating, observing, or studying phenomena, ideas, or topics in depth. It is a process that leads to understanding, discovery of patterns, identification of new possibilities, or development of unique perspectives. In the context of research and learning, this is the definitive approach. This process emphasises a flexible and iterative approach to building knowledge, refining arguments, or creating innovations before reaching a final structured form. In this study, the researcher explored the various types of feedback students received from teachers on their writing assignments. The researcher also explored students' responses to the feedback provided by teachers.
2. **Student-Writer Responses:** Student writers, referring to active students in higher education who have taken essay and academic

writing courses, the responses referred to here are responses to lecturer feedback, which includes two dimensions: first, responses in integrating suggestions and revising writing to improve quality, referred to as responses in cognitive abilities, and emotional responses to constructive criticism, including positive feelings (such as happiness) or negative feelings (such as fear and anxiety). This study specifically focuses on analyzing these emotional responses, as these affective reactions significantly influence students' interactions with feedback and their learning processes. By exploring the emotional dynamics during the receipt of written evaluations, it is hoped that deeper insights into the challenges and potential for development in academic writing instruction will be gained.

3. Lecturers' feedback: Lecturers' feedback—based a means of improving the quality of work through suggestions for improvement, critical comments, or questions for enrichment. In this context, readers are defined as experts in the field who actively analyze, evaluate, and guide student writers. The scope of feedback in the study includes two modes of response: written (annotations and comments on the manuscript), and oral (questions, suggestions, and direct clarification). In this study, feedback from lecturers is an important part, because it is from this feedback that researcher can

see how students respond emotionally and then realize it in their writing.

4. **Challenges:** Challenges as obstacles that must be overcome to achieve goals—function psychologically as drivers of growth by forcing individuals out of their comfort zones, developing new skills, and enhancing creativity and problem solving. In learning, their crucial role is reflected in helping students understand complex concepts, solve non-routine problems, and build character and mental resilience that are vital for professional and personal life. This study aims to explore the challenges faced by students in receiving feedback from lecturers from their perspective, focusing on: the types of feedback given, student responses, and strategies for overcoming challenges. Insights from these dynamics are expected to contribute to the understanding of feedback-based learning processes.
5. **Perception:** Perception is the process by which an individual deciphers and assigns meaning to information they have been given. Students' points of view on lecturer feedback are crucial to the learning process in the context of this study. While unclear feedback can result in misunderstandings, clear, specific, and constructive feedback is typically well received. Students' opinions are also influenced by elements like the learning environment and the attitudes of the Lecturers. Open and encouraging lecturers often

help students feel at ease receiving criticism, and a supportive classroom atmosphere can help students better accept and apply criticism.

6. Experience: Experience is a meaningful and valuable event that affects social, emotional, and intellectual facets of a person. This study highlights the need for students' experiences to have profound significance. By involving students and listening to their stories, researcher can explore how these experiences influence their thoughts, feelings, and social interactions. For example, constructive feedback not only affects academic outcomes but also shapes self-confidence and social skills. The experience that researchers want to gain in this study is how students use experience as teaching for their future learning, especially regarding the experience they gain during writing courses.