

CHAPTER I

INTRODUCTION

This chapter presents issues related to the importance of feedback in developing students' writing skills. Such issues become the rationale of this research as presented in the background of the study. This chapter also states the research questions, objectives, significance, scope and limitation of the study. Definitions of key terms are presented in the last part of the chapter.

A. Research Background

Writing is an essential skill in learning English. For some reasons, it should be mastered by all learners of language. First, writing has implications across curriculum at all schools level¹. In every curriculum students will learn how to write well. Writing is also as a way of social interaction between reader and writer. Therefore, mastering writing is a must to make the reader understands the ideas that we write. In addition, learning writing is also important because nowadays most communication modes take the form of writing, for example, popular social media such Facebook and Twitter. In online era writing is such an important skill to master because our writing can reach global readership. Again, this signifies the importance of having good writing ability. The importance of writing is even more significant in academic setting. Almost all academic activities require writing. For example, lecture should write and make hand out;

¹ Suzanne- Hidi and Pietro Boscolo, *Studies in Writing "Writing and Motivation"*(Netherlands : Elsevier publications, 2007), 1.

students should make assignments in forms of essay, paper, or project report, and researcher should report their research and publish articles in journals. Despite the above illustrated significance, writing in English seems to be demanding skill for EFL (English as a Foreign Language) learners². There are some problems that students face that have been reported. Learners are feeling difficult to arrange idea because the learners do not make a plan before writing. Second, they do not know how to get started in writing. Learners also feel difficult to find the topic because it might be that they do not read a lot³. Meanwhile, reading is important to enlarge their view and knowledge to get ideas on what to write. Also, as writing deals with syntactic and semantic procedure that should be managed, learners feel difficult in structuring sentence.⁴

Considering the above problems, it is clear that students need help from others to make their writing better. Feedback is one of the solutions to help learners in writing process. Hyland and Hyland state that feedback can improve students' writing ⁵. Feedback can stimulate critical thinking, so students can have more ideas to write. Feedback also helps students to identify which parts of their writing are right and which ones need improvement to target for better writing in

² Graham, S and Perin, D. "A meta analysis of writing instruction for adolescent students" *Journal of Education Psychology*, 2007. Vol.99, p. 445-476.

³ Q.E.D Foundation" Generating and organizing idea", (<http://www.allkindsofminds.org/getting-thoughts-on-paper-generating-and-organizing-ideas>) accessed on 9th April 2014.

⁴ Graham, S and Perin, D. "A meta analysis of writing instruction for adolescent students" *Journal of Education Psychology*, 2007. Vol.99, p. 445-476.

⁵ Hyland, K and Hyland F. "Feedback on second language students' writing". (Cambridge University press 2006), 12

the future. This indicates that feedback activities can develop students' writing skills.

To improve their writing, students may get feedback from teacher or peers. For some reasons, peer's feedback seems to be more beneficial. First, students feedback can develop critical thinking;⁶ using peer feedback means helping student to think freely. Second, students' feedback stimulates autonomy and social interaction among students⁷. Moreover, doing peer feedback makes the students accustomed to discuss ideas with other students; it can build their togetherness and facilitate them to help each other to develop good piece of writing.

In some countries feedback becomes a beneficial way to improve students writing skill⁸. From her study in Tokyo, Nancy found that students get advantages from peer feedback during classroom because they can correct each others' writing⁹. In Indonesia, peer feedback is still not popular because some students seem to be negligent toward their friends work. A research by Wirdiarti suggests that teacher who wants to apply self-assessment as a feedback to improve students' writing ability has to consider the way and time of applying

⁶ Yang, M., Badger, R., & Yu, Z. "A comparative study of peer and teacher feedback in Chinese EFL writing class". *Journal of Second Language Writing*. Vol 15, Tokyo 2006, 179-200.

⁷ Yang, M., Badger, R., & Yu, Z. "A comparative study of peer and teacher feedback in Chinese EFL writing class". *Journal of Second Language Writing*. Vol 15, Tokyo 2006, 179-200.

⁸ Bangert-Drowns, R. L., Kulik, C. L., Kulik, J. A., & Morgan, M. T. "The instructional effect of feedback in test-like events". *Review of Educational Research*, Vol.61, 1991, 213-237.

⁹ Nancy Shzh-chen LEE. "Written peer feedback by EFL students : praise, criticism, and suggestion", *Cambodia journal of English education*. Vol.3, 2007, 129

feedback¹⁰. Also, students still under estimate their peer's feedback. It means that they do not listen to the peers comment. In fact, in an interview with five students of English Education Department from different semesters in my preliminary study, there is an information that feedback from friends is not necessary, they only think that lectures' feedback is more important because they think lecture understand more about writing. Students feel correcting another friends is useless and time consuming. As a result they feel indolent to do peer feedback. Interview with some students in UIN Sunan Ampel Surabaya , especially in English Education Department, informs that these lecturers use peer feedback when they are teaching English writing. There seems gaps between the finding from research in other country, lecturers' expectation and students' expectation. While research findings confirm the effectiveness of peer feedback to improve students' writing skill and lecturers also expect that peer feedback can help students develop their writing, preliminary study suggest that the students attitude toward peer feedback is not positive. This is also confirmed by Wirdiarti research finding that peer feedback should have further research about students' attitude. This suggests that there needs to be a further study on the use of peer feedback to improve students' writing skills.

This research was conducted in English Education Department UIN Sunan Ampel based on the following considerations. First, the curriculum of the

¹⁰ Wirdiarti Dian: "*the use of self- assessment as a feedback strategy to improve students' writing ability at MAN Sidoarjo*". (Unpublished Thesis.Surabaya : Sunan Ampel 2009).20

department is building the students' character .¹¹ Students should active and creative in their learning process. Therefore, by using peer feedback they can improve their critical thinking, this way as the same meaning with building students' characters. Also, some lectures use peer feedback in their writing class. As has been mentioned earlier that in an interview they inform having peer feedback in their class. Their course design document (Satuan Acara Perkuliahan) also states that peer feedback is used as one mode of learning activities.¹² Despite that, some students said that peer feedback is not important because they do not listen their peers feedback. This raises question whether students' negligence is because the type of feedback does not match between what they expect and what they get. It is an interesting phenomena to have a further study; and it is this that this research focusing. For some reasons, the research was conducted in the second semester of English Education Department. First, they learn academic writing for the first time in the second semester. Also, they still focus on writing paragraph; so, it is expected that peer feedback can build and make them strong in writing. With the above consideration, this research is entitled **“Students' feedback in paragraph writing class of English Education Department UIN Sunan Ampel Surabaya”**.

¹¹ IAIN Sunan Ampel Surabaya:” *Pendidikan Bahasa Inggris.Panduan Penyelenggaraan Pendidikan Strata I*”, 2010, 111-113.

¹² Siti Asmiyah,” *Standart operational pembelajaran: writing class 2nd semester English Education Departement*”, UIN Sunan Ampel Surabaya(Surabaya 2014),2

B. Research Questions

Based on the background above, the research questions are formulated as follows:

1. What types of written feedback do the students give to their peers in writing class at 2nd semester of English Education Department students' UIN Sunan Ampel Surabaya?
2. What are the students' attitudes toward the feedback they get from their peers?
3. What are the beneficial giving feedback to other friend?

C. Objectives of the Study

Referring to the above research questions, the objectives of this proposed research are:

1. To analyze the common feedback used by students in paragraph writing in the 2nd semester of English Education Department,
2. To analyze the students' attitude toward feedback.
3. To disclose the beneficial of giving feedback.

D. Significance of the Study

Professionally, this study is significant:

1. For teachers: the result can be used by teachers to as the reference the way to give feedback to the students.

2. For students: the results provide information how they give and get feedback from their peers,
3. For readers: the result of this study can give further information about students feedback and students attitude toward feedback provided.

E. Scope and Limit of the Study

To make the analysis not going to broad, research focused on analyzing students' feedback in writing paragraph class, second semester of English Education Department UIN Sunan Ampel Surabaya in the academic year 2013-2014. Also the study only focused on the feedback that is commonly used by students. The next concern of the research was about the students' attitude toward the type feedback they get. Then, this research also analyzed the beneficial of doing peer feedback in the paragraph writing class.

F. Definitions of the Key Terms

To avoid misunderstanding in the study, there needs to give definition of terms that are often found in the study:

Written Feedback: is one or a group(s) of comments, edits, marks, and so forth, written (handwritten or electronic) by someone who reviewed an academic paper.¹³ In this study, written feedback is feedback from their peers in students' assignment in paragraph writing.

¹³ Gulfidan Can."A Model for Doctoral Students' Perception and Attitudes toward Written Feedback for Academic Writing" (Utah State University,2009).p.5

Writing: is one of language skills that used for medium of communication, especially indirect communication.¹⁴ In this research, writing is one of subject in English Education Department of State Islamic University Sunan Ampel Surabaya which has four levels of writing, but this research focus on writing 1 which focus on writing paragraph in 2nd semester.

Attitude: is A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation.¹⁵ In this research, the attitude is a students' tendency to respond positively or negatively about types of feedback that they get from their peers in writing class.

Beneficial : is something that has a positive effect or achieves a good result. in this research, the beneficial means the students get benefit after they do peer feedback.

¹⁴ Donn Bryne. "*Teaching Writing Skil*". (Hongkong : Longman Group Ltd, 1988),47.

¹⁵ Child, D. "*Psychology and the teacher*". (Second Edition.1977. H. Rinehart and Winston. LTD, 1973). P. 236.