CHAPTER I

INTRODUCTION

1.1   The Background of the Study

English is a global language which is used in such activities, education, technology, social status, and modernization. English is attractive attention for every field especially the education field in Indonesia. The schools and university level use English as the main subject and learn it in every study program. However, Indonesia is lower rank than India, Vietnam, and Hong Kong based on EF (Education First) English Proficiency Index 2017. Indonesia is the intermediate ability which is rated thirty two compared with seventy two countries around the world. On the flip sid, teaching-learning English in Indonesia is started from kindergarten up to university level. The use of English is still foreign language and elusive for adults in this country. Considering the importance of the languages, Indonesia's government has drawn up English as a foreign language that should be mastered by the students. The main character in teaching activity is teacher or lecturer. By and large, an English teacher, educator or lecturer is an instructor and supervisor who understand the needs of students in English.

There are four language skills in teaching English as the needs of students; they are; reading, listening, speaking, and writing. As the one of important skills is writing. Writing is a process of putting thoughts, ideas, opinions, experiences event and history. Writing is one of language skills by which students can express their ideas in written form. It means they have to be able to write correct sentences and arrange them into a good paragraph. Writing is a process to obtain the product

which is affected by several elements such as vocabulary, grammar, organization, spelling, and punctuation. Furthermore, students need English writing teacher or lecturer who can help them.

One of the most important role in transferring and teaching English language at the university level is lecturer. How she or he tells and works is going to impact the students' knowledge of English. Moreover, the purpose of teaching writing is to develop students' writing skills so that students can write English effectively and efficiently. The lecturer as well-educated expert gives feedback to their students intentionally to reflect and make improvement to their students' writing. It is true that there is no such thing good teaching without good feedback (Nicol, 2009).

Because teaching writing is not easy task, the lecturer of writing is also deemed responsible for creating a motivating environment and being accountable in facilitating the learning-to-write activity. The lecturer can do so by broadening the area of interaction, and therefore reducing any potential gap, between him and his students. It appears that she or he need to realize a fundamental element of a process approach of writing is feedback (Keh,1990). As a basic element of a process in writing, feedback is a crucial for encouraging and consolidating learning (Hyland F & Hyland K, 2006:1). Feedback is an important communicative activity especially in students' writing, has been paid much more attention to recently. It can be proved from lecturers who gave feedback on a wide range of issues when he or she reviewed the students' writing. Thus, feedback has a dual effect that is both improving students' writing production and motivating them to write more and better.

The role of feedback has a place in most theories of second language (L2) learning and language pedagogy. In both behaviorist and cognitive theories of L2 learning, feedback is seen as contributing to language learning. In both structural and communicative approaches to language teaching, feedback is viewed as a means of fostering learner motivation and ensuring linguistic accuracy. There are pros and cons in giving feedback in previous studies. Some researchers hold with the feedback is worthwhile. Hattie & Timperley (2007) utters feedback is an effective tool for students learning. By giving the information of correctness, it shows to the student how well or not he is and feedback is beneficial in enhancing the learning. Ferris (1999) argued that corrective feedback is highly recommendable and should therefore have a natural place in second language writing classes and of course the same thing happens in foreign language writing classes. Bitchener (2005) found the written and oral metalinguistic explanation to direct corrective feedback significantly helps learners to improve the accuracy of their writing.

However, there are numerous studies investigated that feedback is harmful and discouraging and generally fails to produce any improvements in students' subsequent writing (Truscott,1996, 1999, 2004, 2007, 2009; Truscott & Hsu, 2008 cited in Bitchener, J & Ferris, D, 2012). Truscott has essentially maintained his stance against the practice, although he has suggested that written corrective feedback may be effective in certain limited situation. His first argument about writing that teacher in providing their learners with error correction, did so in the belief that a simple transfer of information would enable the learners to correct the grammatical errors and hopefully not repeat them in future piece writing. He said

"The acquisition of a grammatical structure is a gradual process, not a sudden discovery as the intuitive view of correction would imply" (Truscott,1996,p.342 cited in Bitchener, J & Ferris, D,2012). He also said 'Veteran teachers know that there is little direct connection between correction and learning. Often a student will repeat the same mistake over and over again, even after being corrected many times. When this occurs, it is tempting for the teacher to say the student is not attentive or lazy; however, the pervasiveness of the phenomenon, even with successful students, argues against any such explanation. Rather the teacher should conclude that correction simply is not effective.' (p.341). Truscoot and Hsu (2008) examined the writing performance of 47 ESL students, half of them received comprehensive corrections and the other half functioned as a control group and in their finding the students got the corrective feedback and it enabled them to improve the accuracy during revision, it did not lead to accuracy gains when writing a new text.

In line with the previous research, this study investigates about feedback as the controversial issues relating to one type of feedback—corrective feedback. Feedback can be positive or negative. Positive feedback affirms that a learner response to an activity is correct. It may signal the veracity of the content of a learner utterance or the linguistic correctness of the utterance. In pedagogical theory positive feedback is viewed as important because it provides affective support to the learner and fosters motivation to continue learning. Negative feedback is learner's utterance lacks veracity or is linguistically deviant.

Ellis, Loewen, & Erlam (2006) stated one that the response of lecturer in giving feedback is consist of an indication that an error has been committed,

provision of the correct target language form, metalinguistic information about the nature of the error, or any combination. In the line with the explanation above, in the reality during the interaction between a lecturer and a student, there is different phenomenon such as the following:

Lecturer   :"What is the generic structure of narrative text?"
Student   :"Orientation, Evaluation, Complication and re-orientation"
Lecturer   :"No resolution?"
Student   :"Oh yaa... Orientation, Evaluation, Complication, Resolution and re-orientation is optional"

The conversation above was occurred on Tuesday at 02.00 pm in a writing class interaction of the fourth semester in English teaching training and education faculty class in Nomennsen Medan. Based on their interaction, the lecturer provided direct feedback and asked the student about their prior knowledge then she indicated that student's utterance was containing an error and resulting in an uptaking the correction. Unlike, Ellis (2009) mentioned that feedack supplies learners with negative evidence that something that the learner has said or written does not conform to target language norms. It contrast with Rejab, Ismail, and Jamaludin, (2015) said feedback can be provided in various modes and used as information in the students' process of writing and the writing product as an assessment data to determine the level of students' understanding and performance. Their conversation shows that, a lecturer only provided feedback in the level of assessing the students's understanding of the organization of writing a text in the writing class. It means that lecturer as well-educated expert gives feedback to their students intentionally is too specific to reflect their students' writing. This situation motivates the researcher to do the research.

The phenomenon of feedback can also happen in the teaching writing class activity. While some students rechecked their form and content in their writing after lecturer provided the feedback in their writing and others were not. Meanwhile lecturer has done their responsibility and he knew the students feedback from the response of students about their writing whether it is correct and improve. In the other case, based on the writer's experience as an English Teaching Training student in second semester while studying a writing lesson, a direct corrective feedback forced her to do work-hard to make a good revision of writing. However, it was affected from lecturer feedback and motivated her about what she had done. It also occurred at essay writing class of the fourth semester while the writer interviewed a student who has the best score in the class than others said that she enjoyed a feedback in the second semester when a lecturer told her mistakes in writing individually and it encouraged her to do a good revision for further writing and showed her mistakes directly however, in the fourth semester she felt boring in her writing class because the lecturer never give back her paper after writing class as the proofreading of lecturer's feedback.

In the newest study, oral and written feedback from secondary teachers revealed that the students are provided almost all corrective feedback strategies except repetition and clarification request and the mistakes are not corrected and underlined (Hadzic, S, 2016). On the contrary, feedback on student writing has been provided can enhance the students' writing performance (Isar,2014). So, the necessity of feedback from lecturer should be investigated more in the different phenomenon especially in writing class. Even though the research results lead to some questions about the usefulness and effectiveness of feedback especially for

students' writing, it should be realized that students want feedback be a means of assessing students' accuracy and helping them to be aware of the errors and more importantly, to make few errors in their writing in the form or content.

Therefore, based on the phenomena mention above, this study tries to find out the lecturers' feedback of students' writing by identifying the types is given and the strategies of lecturers provide feedback of undergraduate students in writing class in Medan.

1.2 The Problems of the Study

Based on the explanation given in the background, the problems of the study are formulated in the following questions:

1. What types of feedback are given by the lecturers in writing class?
2. How do the lecturers give feedback in writing class?
3. Why do they give feedback the ways they do?

1.3 The Objectives of the Study

The objectives of study can be described as follows:

1. To describe the types of feedback in teaching writing class.
2. To elucidate the feedback are given in teaching writing class.
3. To find out the reason why the types of feedback given in teaching writing class.

1.4 The Scope of the Study

There are several theories about feedback. In this case, the study is limited of writing class about procedure text in essay writing and creative writing. The types of feedback as direct and indirect feedback is seen based on theory of Ellis (2009) which lecturers use for undergraduate students in writing class of English department of private university in Medan. This study is intended to discover the existence of types of feedback that is delivered by lecturers in teaching writing class to improve their students' writing, the strategies of teaching occurs in providing feedback and the reason in using the direct and indirect of feedback.

1.5 The Significance of the Study

The findings of this study have two general significances, theoretical and practical significances.

Theoretically, the results of this study are useful for:

1. The enrichment of teaching knowledge in the field of lecturer feedback especially in writing class.

2. Development studies on feedback about direct and indirect feedback.

Practically, the results of this study are useful for:

1. As a reference for the university students who are interested in studying feedback and interested in conducting any further studies in corrective feedback.

2. For English lecturer, teacher, and educator. By doing and applying feedback well, the students have an effective English learning activity in writing class. Then, they can improve their writing skill in daily life.