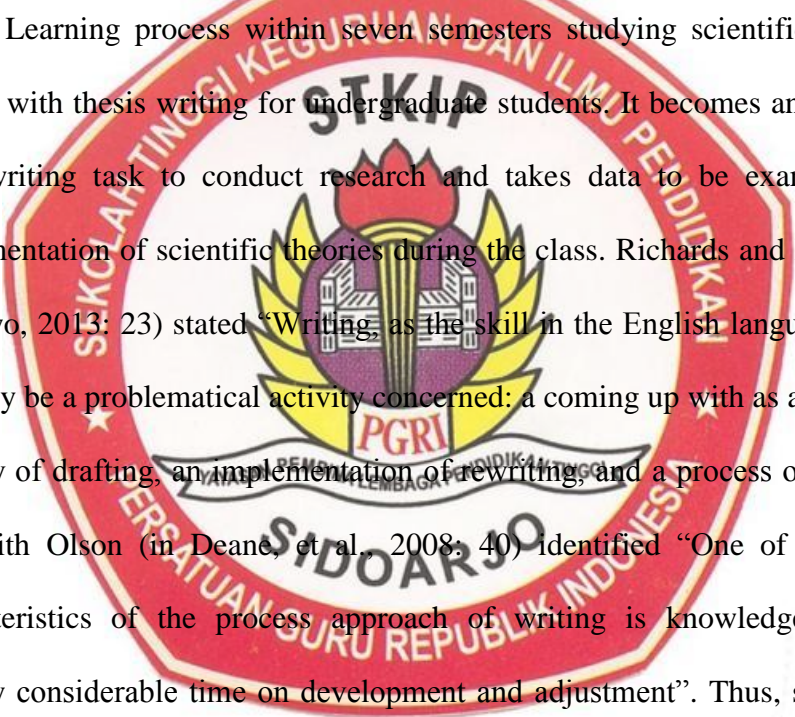


CHAPTER I

INTRODUCTION

In this chapter, the researcher mainly discusses: background of the study, statement of problem, objective of the study, significance of the study, scope and limitation of the study, assumption of the study and operational definition.

1.1 Background of the Study



Learning process within seven semesters studying scientific theory will end up with thesis writing for undergraduate students. It becomes an unavoidable final writing task to conduct research and takes data to be examined as the implementation of scientific theories during the class. Richards and Renandya (in Wibowo, 2013: 23) stated “Writing, as the skill in the English language learning, is a may be a problematical activity concerned: a coming up with as a planning, an activity of drafting, an implementation of rewriting, and a process of editing”. In line with Olson (in Deane, et al., 2008: 40) identified “One of the essential characteristics of the process approach of writing is knowledgeable writers employ considerable time on development and adjustment”. Thus, students need to finish and manage the process of doing thesis timely.

When students can't be ready to manage time properly in conducting thesis writing, they're going to face a stress condition. Thus, this condition can create them extremely onerous to concentrate on what they need to try and do. Linden (in Obijiaku, 2015: 20) argued that “Condition of stress signifies each both a psychological and a reflex to a factual or alleged-threat that needs some action

or resolution as a motivation to avoid it". Thesis writing as the educational writing subject has its own rules. So, students, who are working their thesis writing, must follow the procedures given. Students realize the difficulties to finish because of various reasons like ineffective time management and a few dis-motivating feelings or perceptions. Based on these arguments, it can be concluded that having a proper time management and motivations are essential factors to encourage students finishing their thesis.

Having a good time management is essential to conduct thesis writing because writing needs some processes. Strengthening this statement, Breland & Jones (1982) argued "Writing is a multifaceted skill mastered only through lengthy, difficult effort to be conducted". Hence, students should make available a specific time to have thesis writing advisory. They cannot do it at glance in which implementing their ideas because they need to focus on constructing their ideas to be written in their writing thesis. Therefore, students are supposed to manage their time as effective as possible to construct the ideas in a written form implemented (Flower and Hayes, cited in Tillema, (2012: 1).

Another problem faced by students in writing thesis is students' dis-motivating feelings or perception toward the process of conducting thesis writing advisory. The complicated perception can be viewed as within the distinction of lecturers' practices in returning marked paper for students also influences students' perceptions (Ghazal et al.; Polus & Mahony; in Iqbal, Gul, Lakhani, & Fatima, 2014: 71). Therefore, thesis advisors should offer the effective feedback for his or her students otherwise the students can fail applying their ideas on their

written works. Generally, according to Sherman (1994), “Feedback may be a response or reaction from someone to one thing that another person does in the future”. Implies that feedback may be applied to guide and to boost person’s performance in the future. Based on that arguments mentioned, these definitions of feedback are focused on person’s improvement within the learning method of development his/her skills into wider knowledge.

Generally, as expressed by Sherman (1994) “Feedback could be a response or reaction from someone to one thing that another person will that may be accustomed assess and improve a person’s performance within the future”. Meanwhile, Kauchack and Eggen (in Pratiwi, 2013: 15) argued, the applicable data concerning current behavior within the learning method is accustomed enrich the longer term performance of the scholars is providing feedback to the scholars. What is more, providing applicable feedback done by lecturers is effective input to be expedited to students to enhance their performance from what they’ve studied within the implementation of their acquaintance.

According to Lewis (2002: 3) stated that “One purpose of feedback is providing info directed to lecturers and their students within the learning progression involved”. Moreover, as the objective of the feedback, it can be said giving feedback is a continuing form of academic assessment which is more focused than marks or even grades. As it is recommended by Hyland & Hyland (2006), “Feedback should be provided to the students as meaningful reaction and helpful information within the method of learning in helping students to progress and to encourage their skills”. Means that, feedback is known because the means

of telling the students regarding progress they're creating and involving students within the capability of their improvement.

Furthermore, Gipps (1994) claimed "Giving feedback to students' written work is a means of achievement the goals of writing". It can be regarded as one of the most significant applications or as critical feature of teaching and learning process. As a result, feedback plays a crucial role in supporting further learning because it informs learners about level of their learning. Specifically, it is necessary to students revising their writing works by getting feedback (Alamis; as in Razali & Jupri, 2003: 63).

Feedback may cause positive and negative effect to students and lecturers in academic writing, especially in doing thesis as a final product for undergraduate students. When the students learn the lecturers' feedback, it will advance their writing skills. An effective feedback, as a "social process" including "discourse, power, emotion, and process impact", can help to enhance students' reflection ability and in turning their writing skill (Carless, Joughin, & Mok, 2006). Means that, the term feedback is being used that is provided to students on drafts of actual assignments, so that it can be a guidance to students for performing better in the future assignments.

Moreover, in line with Reid (1993: 218), claimed that "Feedback must help students expanding their writing by communicating feedback detailed enough to permit students to act, to commit, to change in their works of writing". Lecturers' feedback is supposed to help students to enrich their writing pieces. Based on that arguments, purposing of feedback as the assistance conducting

writing is a vital element in feedback given. Therefore, lecturers or thesis advisors must not let students under their supervision get bored to wait to receive their marked papers to be revised until they lose the ideas to be written. Lecturer written feedback is clarified in the literature as comments, questions, or error corrections that are written on students' assignments (Mark; as cited in Razali & Jupri, 2003: 63).

According to Fathman and Whally (in Chiang, 2004: 99) stated "Classification types of feedback can be divided into two categories: form feedback and content feedback". It is meant that lecturers' written feedback focuses on grammar and mechanic errors which involves comments on organization, ideas and amount of detail is called content feedback. Lecturer written feedback is clarified in the literature as comments, questions, or error corrections that are written on students' assignments (Mark; as cited in Razali & Jupri, 2003: 63).

Furthermore, Higgins, et al (2002) states "Almost the only source of feedback for the students in higher educations is written feedback comments provided". There are four aspects of writing feedback related to lecturers in giving feedback writing considered. First, since abilities of advisors for assessing students' writing works and feedback writing might differ substantially, the way the lecturers giving feedback, to write and to deliver feedback comments are necessary (Hounsell: 2003). Second, lecturers' feedback should directly related to clear information or explanation, and both for students and lecturers well-known. Third, lecturers' perception of feedback strongly influences the students writing.

And lastly, lecturers have often too little time to write appropriate feedback comments on students work (Higgins, et al: 2002).

Lecturers' written feedback deals with the language options employed in the students' text such as lexis, grammar, mechanics, etc. According to Fathan and Whalley (in Wulandari, 2017: 43), "The focuses of lecturers' written feedback are form-focused and content-based feedback". First, focusing during this feedback is thought as descriptive linguistics correction. It means students' writing works are corrected only on the parts of grammatical terms. Next, it concerns more on content quality and organizational structures of the overall text. Concluding the statements mentioned, focusing of lecturer's written feedback clarifies that written feedback will give the opportunities to students' writing in the area improvements. By giving written feedback in the proper ways, students will be motivated to make better writing with competent matters as their expectation.

The written feedback is considered as a good instrument promoting students; revision will lead the students to encourage the writing progression. As a result, a written feedback given by their lecturers will support students to determine their capability either their strengths or their weakness, and also provide students to be better encouraged during the writing process (Lee, 2005). The written feedback is considered as a good tool that can be used to promote students; revision and to encourage the learning-to-write process of academic writing. In line with Lee (2005) claimed "A written feedback helps to determine students' strengths and weakness, and helps them to be better motivated during the writing process".

This research mainly discusses the most type of lecturers' written feedback and students' perception toward the thesis writing advisory on the 7th semester students at STKIP PGRI Sidoarjo. This research employed perception over the students. This research focused on lecturers' written feedback because lecturers' written feedback was considered as an effective way of giving feedback. Thus, this research was very significant to conduct with the aim of knowing how lecturers' written feedback can help students in the process of thesis writing and this kind of research has not been conducted yet by other researchers at STKIP PGRI Sidoarjo. As a result, the researcher decided to take the title "Students' Perceptions towards Lecturers' Written Feedback of Thesis Writing Advisory on the 7th Semester Students at STKIP PGRI Sidoarjo".

1.2 Statements of the Problem

Based on that issue the researcher took the problems of the thesis related to how the students perceived the lecturers use written feedback on thesis writing advisory at STKIP PGRI Sidoarjo. The research question in this thesis were:

- 1.2.1 What are the types of written feedback given by the lecturers on thesis writing advisory on the 7th semester students at STKIP PGRI Sidoarjo?
- 1.2.2 What are the students' perceptions towards lecturers' written feedback of thesis writing advisory on the 7th semester students at STKIP PGRI Sidoarjo?

1.3 Objectives of the Study

Related to the problems formulated, this study had two purposes:

- 1.3.1 To describe the types of written feedback given by the lecturers on thesis writing advisory on the 7th semester students at STKIP PGRI Sidoarjo.
- 1.3.2 To describe the students' perceptions towards lecturers' written feedback of thesis writing advisory on the 7th semester students at STKIP PGRI Sidoarjo.

1.4 Significances of the Study

This research was conducted with the main purpose to help students finish their thesis writing effectively. However, this was not the only reasons why the researcher conducted such a research. The significances of the research are also directed to:

1.4.1 Lecturers of STKIP PGRI Sidoarjo as the advisors of thesis writing advisory

This study will provide lecturers with a clear description of feedback on academic writing of thesis writing advisory, especially how the students perceive and interpret the feedback given. After knowing the result of this study, hopefully, the lecturers will be developing and improving their techniques in giving feedback. As a result, their feedback can be more effective to improve the students' ability of writing and to finish the thesis writing effectively.



1.4.2 Students

The students who do thesis writing will improve their writing by having a clear perception about feedback. It is also expected that the students will have other meaningful perceptions towards lecturers' written feedback.

1.4.3 Other Researchers

The researcher hopes that this study can be used as one of the references to enrich conducting further researches about lecturers' written feedback or other topics related to feedback to explore the existing study.

1.4.4 Institution

The findings of the research can be used as one of the considerations to the institution to make the regulation related to the effectiveness of thesis writing advisory and the time of returning the marked paper from the thesis advisor for students. So that, students can be able to finish their thesis timely and effectively.

1.5 Scopes and Limitations

After identifying the problems, this study focused only on lecturers' written feedback of thesis writing advisory given by lecturers to the 7th semester students at STKIP PGRI Sidoarjo academic year 2018/2019 as a sample of this research. This research limited the subjects only on those students who were working on their thesis writing advisory. Then, this research focused only on the types of lecturers' written feedback given to students' works. And lastly, it was

focused on types of students' perceptions toward lecturers' written feedback given in their process of thesis writing.

1.6 Assumption of the Study

This research conducted under the assumption that the lecturers give the students written feedback on the thesis writing advisory. Then, there are various perceptions towards the lecturers' written feedback during the thesis writing.

1.7 Operational Definition

In this research the researcher explains the discussion of students' perception toward lecturers' written feedback on the 7th semester students on thesis writing advisory at STKIP PGRI SIDOARJO.

- 1.7.1 Perception is point of view the way to think and to interpret which can create results and information about something.
- 1.7.2 Written feedback for academic writing is described as one or a group (s) of comments, edits, marks, and written by advisors who review an academic writing. There may be a variety of types of written feedback with different functions.
- 1.7.3 Students' perception is students' point of view or students' feelings under-supervision on thesis writing whether positive or negative feeling during the process of thesis writing advisory.



1.7.4 Academic writing refers to formal writing assignments that are completed for a particular course or academic field of study. It follows its own rules and guidelines.

