

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The use of the English language in the writing activity is still a problem for students. Most learners feel afraid and anxious while writing English, especially for non-Native English learners. Writing can be challenging because writing skill need to be developed in several aspects. As Ahmed, Troudi, and Riley (2020) explained EFL writing entails a wide range of components. These components include cohesion, coherence, style, clarity of writing, grammatical and lexical structures, and mechanics (i.e. punctuation, spelling, handwriting, and revision). (Saputra & Sri, 2017.P 8) stated that writing skill has long activity to assessed, there are five components to assess. They are content, organization, vocabulary, language use and mechanics. The lecturer helps students to develop their writing skills by providing meaningful and constructive feedback; the phenomenon existed toward students' achievement after being given feedback by the lecturer; the researcher found two types of students: one of them can improve their writing after being given feedback and the other one decreased in writing. Therefore, the researcher identified the phenomenon through the students' perception of their written feedback. The researcher will also find out how they overcome their writing problems through students' written feedback experiences.

Written feedback is essential for the students in writing skills; writing in a foreign language requires knowledge of vocabulary, grammar, organization and so forth. In addition, the students need a great deal of comments and responses about his/her performance. Lecturers' comments and remarks; thus, teachers should make efforts to ascertain the types and forms of written feedback conducive to students' improvements. Written feedback is arguably the teacher's most crucial task, and it has a very important part of writing courses (Ferris, 2010). Teacher comments can take students' attention away from their own purposes in writing a particular text and focus that

attention on the teachers' purpose in commenting. In this study the researcher pointed out writing feedback in the form of comments on electronic submission by email or by using the comment function, which allows feedback to be displayed in a separate window while reading a word-processed text

The students can analyze the problem to develop their writing ability. Besides, written feedback plays an essential role because it can be used to improve student performance with any knowledge of current behavior. Kauchack and Eggen (2020), pointed out that once they are given feedback on what they have learned, students will be able to improve their writing. For this reason, written feedback helps the students increase their writing skills and performance by analyzing the suggestions from the lecturer.

Numerous studies have been documented about students' perceptions on teacher's written feedback. Mahfoodh (2017) investigated EFL university students' emotional responses towards teacher-written feedback. The findings revealed that students' perceptions of lecturer written feedback include acceptance of written feedback, rejection of written feedback, surprise, happiness, dissatisfaction, disappointment, frustration, and satisfaction. Another research conducted by Santoso (2017) investigated lecturers' written feedback on students' descriptive text writing and their perceptions of the written feedback given in senior high school. The results indicated that in giving feedback there is no exact pattern from the lecturer, it was given based on the students' mistakes and needs. Also, the students believed the written feedback given by the lecturer helped them develop their abilities. Then, Yaseeni (2021) reported the effects of written feedback on college students' academic writing performance. He found that direct and indirect written feedback affect on nonnative English speakers' academic writing performance. Students do not appreciate vague and late feedback. Direct and indirect feedback apply in English as a Foreign Language (EFL) settings. Likewise, Nurcholis and Islamiati (2022) focus on students' perception of supervisors' written feedback in writing thesis. He discovered that the perception of the students in the feedback really helped them in correcting errors in a thesis

writing especially when the supervisor gave them motivation in the form of suggestions or solutions. These studies only focused on emotional responses and direct feedback from the lecturer. Moreover, a limited number of studies reported the students' perception of written feedback in Academic Writing especially in Academic Writing Class.

Although previous studies have emphasized students' perception towards written feedback, less attention has been given to the scrutiny of Indonesian EFL students' perception towards written feedback in Academic Writing Classes. During the situation of online learning, the written feedback by lecturers is mostly electronic feedback. The researcher pointed out the students' perception of their experience of electronic feedback from their writing tasks. This study aims to investigate the students' perception of written feedback in the form of electronic feedback in Academic Writing Class.

1.2 Formulation of the Problem

The research question of this study is "What are students' perceptions of lecturer's written feedback in Academic Writing class?"

1.3 Operational Definitions

To avoid misunderstanding the terms set out in this study, the writer provides three operational definitions related to this study.

1) Written Feedback	:	Written feedback refers to the correcting errors and weaknesses in content, organization and language through writing where the input is given by the English lecturer when learning in Academic writing class.
2) Students' Perceptions	:	2 nd year English Department Students' views toward the lecturer's implementation of written feedback, their understandings, the

		usefulness, and the effectiveness of the lecturer's written feedback.
3) Academic Writing Class	:	A class where students learn about writing for academic purposes. The course aims to increase students as writers by acquiring both the theoretical knowledge and practical skills necessary to produce texts for interdisciplinary academic discourses. The class is held in the 2 nd of English Education Department and in the last project the student required make a short essay.

1.4 Aim of the Research

In line with the problem's formulation, this study aims to determine the students' perceptions of lecturer's written feedback in electronic form in Academic Writing Class.

1.5 Significances of the Study

1.5.1 Theoretical Use

Theoretically, this research will reveal students' perceptions about written feedback on their academic writing skill. Feedback can be viewed as an important process for improving writing skills for students. The research result can help students and lecturers to have more information to improve their writing ability.

1.5.2 Practical Use

This study gave the lecturers awareness of appropriate written feedback that can help students improve their writing skills. Also, students will understand how the written feedback works for their writing ability through their experience.

1.5.3 Empirical Use

This study will provide insight into students' perceptions of lecturers' written feedback in learning writing, and also to help students and lecturers understand the need to achieve and increase writing skills.