CHAPTER I

INTRODUCTION

This chapter presents the background, the formulation of the problem, the operational definitions, aim of the research and the uses of the research.

A. Background

Belief appears from student and teacher in language learning process. Student comes to the language class with some preconceived beliefs about language and learning. Horwitz and Wenden in 1987 stated, "student's belief can indicate what expectations the students have and what actions in their language learning they will take" (as cited in Heidar, 2015, p. 104). It means that students' beliefs influence students' approaches and behaviors in learning process.

Alike, teacher's belief also appears in language learning process. Burn (as cited in Heidar, 2015) investigated the beliefs of six ESL teacher. Their beliefs related to the nature of language, the strategies in language learning, their ability to learn and teacher's role in language learning process. Teacher's belief influences their approach to language teaching and their instructional practices (p. 109). Teachers believe themselves as having central role and responsibility in facilitating good relationship among students between themselves and their students.

Teacher's belief will influence what student's belief. It is because teacher's belief relates to teachers' activities in the class, teacher's pedagogical decisions and their role to interpret new information and

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experience to the student. Teacher's belief also powerfully influenced by teachers' own experience as student (Phipps and Borg 2009 as cited in Heidar, 2015, p.110).

Teacher has the important role in language teaching learning process. Brindley described the learners' beliefs particularly come from an Asian cultural background. Student believe the role of the teacher to impart to the student through such activities as explanation, writing and example and learning a language consist of learning the structural rules of the language such as memorization, reading and writing (as cited in Heidar, 2015, p.109).

Giving feedback to the studentsis a part of the learning processes. Feedback influences their learning and achievement. In writing, feedback helps students to identify their strengths and weaknesses in their writing and makes students know how to go about improving themselves and become effective writers. Ahyan and Fatma (2016) found that feedback in writing is a necessary element, it has positive effects to improve student writing competence. It means that the teachers do not only have to provide score but also have to provide feedback on students' writing. By this, feedback is totally required to achieve writing particularly.

In this case, understanding the belief of student towards their teacher's feedback is important because it is not only can influence their writing skills but also helps teachers to understand student preferences

about the feedback itself. Therefore, the researcher is interested to find out the students' beliefs towards their teacher's feedback in writing skill.

B. Formulation of the Problem

What are the variations of students' beliefs towards their teacher's feedback in writing skill at the twelfth grade at one of senior high school in Tasikmalaya?

C. Operational Definition

1. Student's belief in writing skill : It is the student's perception about learning writing to improve their writing skill

2. Teachers written feedback : It is the teacher's response on student's English writing with the effect of providing information for correction.

D. Aim of the research

The purpose of this research is to know the variations of the students' beliefs towards their teacher's feedback in writing skill at the twelfth grade at one of Senior High School in Tasikmalaya.

E. Uses of the research

1. Theoretical Use

   This research is expected to give thecontributionthe knowledge of students' beliefs towards their teacher's written feedback.

2. Practical Uses

   This research is expected to give the information especially to the teachers about their students' beliefs toward written feedback that is used by the teachers in teaching writing. It will inspire the teachers to give appropriate feedback based on the students' needs.

3. Empirical uses

   This research is expected to have a lot of benefits whether for the present time or the future to upgrade the educational system