

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Many students in Indonesia still have difficulties in learning English skills particularly in the writing skill. As it was reported in Kompas (May 4, 2012), many Indonesian students' cannot write an essay to apply scholarships abroad. That fact about the difficulties in the writing skill happens in many students in senior high schools in Indonesia.

The government includes writing as one of the skills that should be mastered by Indonesian students as they prepare Indonesian to be ready to enter the global world. In globalization era, students should be able to compete with other countries, thus they should master the skill. Students could also use their writing skill when they want to apply for a scholarship. In scholarship requirement, students usually have to make an essay, writing skill help them to reach it. Moreover, when they want to apply for a job, they need to make documents, such as application letter, CV, etc. The way people write an application letter can affect the company to hire them as employee. Application letter is assumed as good from the way people write it. It becomes the reason why writing is important to be learnt before people entering a working life.

Writing one of the ways for human to express and share their idea, thoughts, or experiences with others in the form of written language, so

people may write for many different purposes. Pardiyo (2007) states that writing is a linguistic competence that is expressed in written form.

Regarding the importance of writing, teachers, as the ones who contribute more in students' success, should lead their students to be good writers. As it is impossible to be successful without facing obstacles, the students will also find difficulties in writing by producing mistakes and errors before they are proficient. It is common that English as Foreign Language (EFL) learners usually make mistakes and errors in writing. Mistakes and errors are not only important for the students but also for teachers. Mistakes and errors can be supportive feedback because through them both teachers and students can understand the quantity and quality of mistakes and errors in their writing.

In the teaching learning process of English, teachers as the ones who contribute more to the students' success should lead their students to be good writers. The students usually make mistakes and errors in writing. Mistakes and errors are not only important for the students but also for teachers, mistakes and errors can be supportive feedback because through them both teachers and students can understand the quantity and quality of mistakes and errors in their writing.

Based on the preliminary data observations which was carried at SMP Negeri 19 Medan, the researcher find how the teacher evaluate students writing narrative text.

For example: ‘We know that something dangerous ....’.

The written feedback that teacher just gave circle by the word ‘know’. Teacher should replaced it become the word ‘knew’ because based on the language feature in Narrative Text use Past Tense.

As the facts, it can be concluded that the teacher only gave circle or underlined the word which is false in the students’ worksheet. So the students did not know what their mistakes. Whereas written feedback is important roles to improve students writing skill, teacher is supposed to be a more immersive in give written feedback. Those are the reasons why the writer would like to conduct the research under the title “Teacher’s Feedback in Teaching Writing Narrative Text to the Student at SMP Negeri 19 Medan”.

## **B. The Problems of the Study**

Based on the background of the study above, the problems are formulated as follows:

1. What types of written feedback are given by the teacher?
2. Why do the teacher did it the way they do?

### **C. The Objectives of the Study**

Based on the problems of the study, the writer had some purposes which stated as follows:

1. To find out the types of written feedback are given by the teacher.
2. To find out the reason of the teacher do it the way they do.

### **D. The Scope of the Study**

This research focuses on feedback by English teachers of grade 8 students in SMP Negeri 19 Medan while learning narrative text. The problem would be limited in the types of the teacher written feedback, and the reason of the teacher do it the way they do in gives feedback to the students.

### **E. The Significances of the Study**

This research was expected to be useful for theoretical and practical benefits.

#### 1. Theoretical Perspectives

The writer hoped that this research would be inspiring English teacher to give feedback clearly to the students in writing narrative text.

#### 2. Practical Perspectives

##### a. For the Teacher

The writer hopes that this research would be inspiring for English teachers to know the types of feedback are given to the students and how should the teacher gives feedback to the students.

##### b. For the Students

The writer hope that this research make students can accept and get positive perception about feedback. It is also expected that the students will have other meaningful perceptions towards teacher's written feedback. So, the students can write narrative text better.

c. For the Researchers

The researcher can use the study as one of the relevant studies and guide them to know more about teacher's written feedback on students writing narrative text and to see what students perception about written feedback which they receive.

