# CHAPTER 1

## INTRODUCTION

A.   **The Background of the Study**

English has become a need in the world of education. Harmer (2004:1) states that English seems to be one of the main languages for international communication. It is not used in spoken but also in writing forms. Talking about writing, it is one of the skills that should be mastered by Indonesian students. Indonesian students should be ready to face the globalization era that demand students to compete with other countries, therefore Indonesian students should master the skills of English. There are four skills that should be mastered in learning English, namely listening, speaking, reading, writing. Writing is one of language skills which students can express their ideas in written form. Harmer (2004:3) states that writing is considered as a crucial skill to be learnt especially for English as a Foreign Language Learner. It is generally assumed that writing is difficult and complex. But, as students, writing is a part of daily academic activities.

In writing, there is a term called genre. Genre writing as a new approach to teaching and learning truly combines two things – the product of the writing and the way or technique or strategy of how the product is produced (Dirgeyasa:2016). In writing also, there were many kinds of genre. Pardiyono (2007:2) divided genre into some kinds, they were description, narration, recount, news item, exposition, discussion, and procedure text, report text, and review.

In curriculum 2013, recount text is one of the subjects that should be mastered by students in Senior High School, which means that it has been taught since in Junior High School. Recount Text is a text which is functioned as for telling an incident happening in the past. Recount has a social function to retell events for the purpose of informing and entertaining. Recount texts are dominantly written in the past tenses because they tell about something which has already happened. As Gerot and Wignell (1998:194) stated that the tense that used in recount text is past tense. When writing recount text, it is important to write events in sequences chronologically. The factual information must also be accurate. Furthermore, recount can also include writer's personal thoughts on the event or topic.

The challenge in the curriculum 2013 is that students are expected to be independent. Independent in this context refers to student-centered where students are required to participating more in learning process. Therefore, the curriculum 2013 expects the students to be able to write their experiences in English well. This new curriculum had a student-centered approach and in the learning process of 2013 curriculum students should develop their skills (Syaefudin : 2008).

But, it is common that English learners usually make mistakes and errors in writing. Mistakes mean the students make a mistake in their writing accidentally for example the students write a sentence in a recount text using simple present tense, in fact the recount text is used simple past tense. Errors mean the students make a mistake in their writing intentionally because the lack of knowledge, for example sometimes the students know what they will write in Bahasa, but in English, they did not. They cannot arrange their ideas into a good

sentence to make the readers understand about what they have written. Mistakes and errors are not only the problems that faced by students but also by the teacher. Teacher is the one who has to focus on the practice of the students' writing. The mistakes and errors can be fixed by provides students with feedback from the teacher.

Thorsteinsen (2010:3) states that feedback is a response given by teacher in the learning process. It can be written and spoken. Feedback can be positive effect when the students learn from the teacher's feedback. Teacher gives feedback to their students' mistakes in order to help the students improved their writing and speaking skills. Chandler in Erkkila (2013: 9) states that after examining the effect of students' revision of their own writings based on teacher given feedback and it was found out that over a period of ten weeks the accuracy of writing improved significantly more with those students who were required to correct their own errors than with those who were not. Thus, feedback can help student to get better writing. It is because the students know their mistake and learn to do better in their writing.

Based on the writer's experiment of teaching English in PPLT at SMK Swasta Dwiwarna, SMK Swasta Dwiwarna is one of the schools in Medan that realized the importance of English. English teachers in SMK Swasta Dwiwarna understand that students need more practice in writing English because many students have lack of vocabulary in writing of what they have in their mind into a text. Students often misinterpret some grammatical rules in writing, such as they misspelled some words in making sentences, they do not know about the use of tenses and they sometimes get confused on what they will have to write.

Feedback is a process that can help students in their learning process. Based on the preliminary data observations which carried at SMK Swasta Dwiwarna Medan, the researcher found how the teacher evaluate the students' writing on recount text.

For example: "I go to the beach last week….."'

The teacher gave written feedback by circling the word 'go' and replace it into the correct one namely "went' because the language feature in recount text used past tense. But sometimes the teacher did not give any feedback on their students' writing. The reason was because the teacher thought that by giving feedback, it will take more time to check the students' writing. The other reason was the teacher was too lazy to check their students' writing because they think it will not make many changes to the students.

According to Rismawati in her research in 2018 about feedback given by the teacher on students' writing at seven grade of SMP Negeri 2 Juwiring, she stated that giving feedback on the students' writing is important because with the feedback the students will know their mistakes on their writing and the students can change it into the correct one. She also added that feedback is not always to critic and to assess students' work but it can help the students to make good sentences or paragraphs and good feedback can motivate and encourage students in their writing.

In fact, some high proficiency students can understand more, in contradiction, low proficiency students can get difficulties in understanding about their teacher's feedback. Because of this reality, teacher has to analyze about the students' proficiency to make them understand about the feedback.

From the explanation above, this study was interested in analyzing the teacher's written feedback on students' writing recount text at SMK Swasta Dwiwarna Medan at grade X. This study was investigated what types of feedback were used by the teacher and its reason.

**B.  The Identification of the Problem**

Based on the background of the study, the writer identified the following problems, as follows:

1. Students were difficult to write a recount text because they have lack vocabulary in writing of what they have in their mind into a text

2. Students often misinterpret some grammatical rules in writing, such as they misspelled some words in making sentences, they did not know about the use of tenses and they sometimes get confused on what they will have to write.

3. The teacher sometimes did not give any feedback to the students because the teacher thought that by giving feedback, it will take more time to check it and the teacher was too lazy to check it because the teacher thought it will not make any changes to the students

**C.  The Problems Formulation of the Study**

The problem was formulated as follow:

1. What types of teacher's written feedback were given by the teacher for the X grade students?

2. Why did the teacher distribute those types of written feedback?

3. How did the students respond to the teacher's written feedback?

**D. The Objectives of the Study**

Based on the problem of the study, the writer has some purposes which stated as follows:

1. to discover the types of written feedback given by the teacher at grade X

2. to elaborate the reasons of the teacher conducting the feedback

3. to describe the students' responses on the teacher's written feedback

**E. The Scope of the Study**

This research focused on feedback conducted by the teacher of grade X students in SMK Swasta Dwiwarna Medan while learning recount text. The problem of the research was limited on the types of the teacher's written feedback, the reasons of the teacher conducted the feedback to the students and the students' responses to the teacher's written feedback on students' writing.

**F. The Significances of the Study**

This research was expected to be useful in some valuable contributions theoretically and practically, as follow:

1. Theoretical Perspective

This research can be helpful for the teachers to evaluate themselves on how to be a good teacher in giving feedback of teaching English by investigating the types of feedback that serves various reasons and creates a better students' writing.

2. Practical Perspectives

    a. For the Teacher

        The findings of this study were expected to inspire the English teachers in investigating the types of feedback, which were given to the students and how the teacher gave feedback to the students appropriately.

    b. For the Students

        The writer hoped that this research can give some advantages for the students to get the knowledge from their teacher's feedback and got the better writing of recount text and other genre later on.

    c. For the Other Researchers

        The researchers can discuss this study as one of the relevant studies and guide them to evaluate themselves about teacher's written feedback on students writing recount text and to see what the students' perception about written feedback. Thus, for further study, the result of this research can be used as the reference or an inspiration to conduct a similar study in a different field.