

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language has already become a communication tool used by humans for both oral and written. It is the most significant factor to reveal their feelings and help each other. In learning English there are four language skills that need to be mastered and learned by the students. Those are listening, speaking, reading, and writing. According to the 2013 curriculum, teachers must help pupils develop their knowledge of and abilities in speaking and writing English (Narwianta, 2014). Writing is essential as a means of communication. Like other language skills, writing has an important role in the context of teaching English as a foreign language in Indonesia. It helps students to produce ideas, opinions, information, feeling, experiences even their history in written form.

Brown (2004:218) states writing is an indispensable ability in this global of literate community nowadays. It takes role in many aspects of our lives such as in social fields, academic fields, and professional fields. It has also been challenging for some students as Brown (2001:335) says since it requires a whole different set of competencies and is fundamentally different from speaking. They must be able to construct good paragraphs using appropriate sentence structure. Since writing is important ability in language learning, Richard and Renadya (2002:303) point out that it is regarded as the hardest ability to learn since it is productive skill. The writer is not only generating and organizing ideas but also making a legible

writing product. Students may find difficulties in writing to express their ideas in good and right forms in English. It is beneficial for students to be able to write and the teacher can support them in teaching and learning English. In writing activities, students, especially in primary school, should be able to write simple sentences or paragraph correctly and grammatically but they still do the same mistake in the study work that is given by the teacher.

Writing is a process that produces work that is influenced by a number of factors, including vocabulary, grammar, structure, spelling, and punctuation. Students also require English writing teachers who can support them. There are some genres in writing. In general, there are many kinds of texts such as description, narrative, recount, news item, exposition, discussion, report text, procedure text, and review. Indonesian Curriculum requires students to be able to write some kinds of text such as descriptive, report, procedure, explanation, narrative, anecdote, recount, and many more. The descriptive text is one of the texts which is taught to students in Junior High School. The descriptive text gives information about a particular person, thing, place, or animal. It also has a generic structure. First is identification and the last is description. Identification means about introducing a subject or thing that will be described. Meanwhile, description is brief details about who, or what the subject is.

Teachers, who give more support to students should lead their students to be good writers since the writing is important nowadays. The ability of writing does not come naturally. It is a common thing that English as foreign language to the nonnative learners usually make mistakes and errors in writing before they are

proficient. These mistakes and errors can be supported by feedback. To create an active teaching-learning process, teachers and students should have the willingness to get involved in classroom interaction. By engaging in classroom interaction, teachers encourage their students' desire to participate in class discussions. The interaction can be personal or group according to the situation of the class. Ravand and Rasekh (2011) support that the process of feedback is an interaction between teacher and students. It will make the teacher's feedback appear naturally. Both teachers and students can understand the quality and quantity of mistakes and errors in their writing. Teacher feedback as one of the learning processes in teaching is important to students. Brookhart (2008, cited in Sri Lestari 2020) defines feedback is important and gives information to teachers and students on how students are doing relative to classroom goals. So, teachers give feedback to students on their writing in the order they know the mistakes and make improvements to their student's writing.

The feedback itself in the teaching and learning process can be defined as the teacher's responses to students' performance to improve students' skills. Feedback also can help to decrease mistakes and errors in writing. This feedback can be given orally or in written feedback depending on the teachers. Harmer (2007) explains, there are two forms of giving feedback, oral and written form. Teachers provide feedback to make students enable to read and understand the problems and use them as corrections in their future writing and produce written text with minimum mistakes and errors and maximum clarity.

The feedback students need may come from various sources such as teachers and peers. Based on the preliminary observation, which is done by researcher in SMP Muhammadiyah 1 Medan, teachers gave oral feedback in different types. First teacher seldom uses oral feedback in teaching process. When teacher only asked students to perform their work in front of the class then give appreciation. So, from this, students did not know the mistake they made. Meanwhile, other teacher gave feedback directly on their work. Sometimes the teacher asks the students to repeat the correct sentence to make sure they remember the mistakes. So, the way of teacher gives feedback is interested to be discussed further. Teacher can give feedback directly when students perform their work or in the end of the teaching and learning process. In addition, based on research experience teacher feedback is helpful for students to improve their writing. It may come with positive feedback if they learn from the feedback given by the teacher. But it can be negative if they do not learn from the feedback given. Learning the teacher's feedback will help students avoid the same mistake in their future writing. Furthermore, the teachers should give feedback frequently, so students get a deeper understanding of the correction given.

Referring to the explanation above, the researcher is interested in conducting research entitled ***“Teacher’s Oral Feedback in Teaching Descriptive Text of Grade VII at SMP Muhammadiyah 1 Medan”***. This research aims to know about the types of oral feedback that teacher used in their teaching descriptive text and to know the reason teacher use the type of feedback in teaching descriptive text. The research will conduct in the seventh Grade of SMP Muhammadiyah 1 Medan.

B. The Problems of the Study

In this study, the researcher will analyze the types of oral feedback used by the teacher, and the reason teachers use those types of feedback in teaching descriptive text. Two problems were found in this research:

- 1) What are the types of oral feedback used by the teacher in teaching descriptive text at the seventh grade of SMP Muhammadiyah 1 Medan?
- 2) Why does the teacher do those types of feedback in teaching descriptive text of grade seventh at SMP Muhammadiyah 1 Medan?

C. The Objectives of the Study

Based on the problems of the study, the objectives of the study are:

- 1) To know the types of feedback used by teachers in teaching descriptive text at the seventh grade of SMP Muhammadiyah 1 Medan.
- 2) To find out the reason why the teacher uses those types of feedback in teaching descriptive text at the seventh grade of SMP Muhammadiyah 1 Medan.

D. The Scope of the Study

The scope of the study will analyze the teacher's oral feedback in teaching descriptive text at the seventh grade of SMP Muhammadiyah 1 Medan.

E. The Significances of the Study

The findings of the research are expected to be advantageous and give valuable contributions to teachers and students theoretically and practically:

- 1) Theoretically, by conducting this research, the researcher hopes this paper provides beneficial information about the types of teachers' oral feedback.
- 2) Practically
 - a) For teachers, hopefully, this paper can help teachers to overcome the obstacles in writing class, especially in teaching descriptive text and using the teacher's oral feedback as the technique to decrease mistakes in students' writing.
 - b) For students, hopefully, this paper will improve students' skill in writing especially in descriptive text and facilitate the students in learning English so that they will be eager and encouraged to take part actively in writing task.