

## CHAPTER I

### INTRODUCTION

#### 1.1 The Background Of The Study

Teaching English as a Foreign Language in Senior High Schools is more than just a process of conveying information, it is an in-depth effort to equip students with communicative competencies, including listening, speaking, reading, and writing. As an integral part of education, teaching is vital in transferring knowledge, developing skills, and understanding, and developing students' characteristics and behavior. Teaching is also a form of interpersonal influence that aims to create changes in the potential behavior of others. Giving feedback is an integral part of teaching writing as it helps students communicate their ideas.

Among the basic language skills, writing is considered as the most difficult one. This is evidenced by some reasons, The first reason is the writer should be able to deliver messages to readers without face to face interaction. The second, writing requires some aspects such as organization, content, language use, mechanic, and vocabulary. The last, some writers are not confident enough for creating the readable text because they are unable to apply and translate their ideas into an appropriate vocabulary, sentence, and paragraph organization. The reasons above are being faced by some students. Therefore, the teachers must be able to have some innovations for resolving those problems.

Writing is a communication process that involves using words, sentences, and paragraphs to convey thoughts, ideas, or information in written form. It is how

humans store and communicate their knowledge, thoughts, and experiences to others. Iskandarwassih (2013) defines writing as a skill that expresses the writer's thoughts and feelings in writing. Through writing activities, students can collect information and communicate their ideas. Writing activities involve various stages, starting from formulating ideas, structuring writing, writing text, revising, and editing to ensure clarity and accuracy of the message you want to convey.

Regarding the importance of writing, teachers, as those who play a more significant role in student success, should guide their students to become good writers. Since it is only possible to succeed when encountering obstacles; students will also experience difficulties in writing because they make mistakes and errors before they are proficient. It is not uncommon for learners of English as a Foreign Language to make mistakes in writing often. Errors are critical not only for students but also for teachers. Errors and mistakes can be supportive feedback because teachers and students can understand the quantity and quality of errors and mistakes in their writing.

Writing is difficult for students to master. Ganapathy et al. (2013) stated that some students struggle with writing more than other language skills. Nunan (2019) said that writing is not a spontaneous or easily acquired skill; writing is considered the most challenging thing to do in language. Many factors can cause the problem of students' deficiencies in writing; firstly, students ignore the mistakes they have made and how to correct them (Cumberworth & Hun (2013)). Secondly, students need to be more motivated to pay attention to the writing process and have cognitive awareness about the purpose of the writing process. In fact, by knowing

the process and purpose of writing, students can connect each sentence. Third, students' difficulties are due to a need for more confidence in expressing their feelings and for students to get direct feedback (Adam et al., 2011). Teacher interaction with students in the writing process is significant. With interaction, students and teachers will be able to analyze mistakes in writing. Therefore, the right strategy in teaching writing is to provide student feedback.

Brown (2011), states that providing feedback in the writing process is essential to improving the quality of students' writing. Hence, feedback is vital for improving and developing learners' knowledge and skills. It also enhances the learning achievement and performance of learners and teachers. Hattie (2012) defines feedback as an elaborated notion of information necessary for the understanding and performance of others, such as trackers, executives, friends, books, parents, and one's own experience. Effective student feedback on teaching is to discover students' views on how a subject is taught and learned to improve the quality of education by helping teachers increase challenges for effective learning.

In the context of writing activities in high school, this research aims to investigate how the implementation of teacher feedback is used to improve students' writing skills. Implementation of feedback mechanisms plays a vital role in nurturing students' writing proficiency and creative expression at this stage of their education. Several researchers inspired Atari's (2022) describe the implementation of teacher-written feedback on student writing. In his research, he explained that English teachers use several types of feedback to improve students' writing so that there is feedback between the teacher and students. The type used by the teacher is

direct feedback or corrective feedback.

The researcher visited SMAN N 7 Medan to collect preliminary data by observing the learning process narrative text. During the teaching process, the teacher explained the material about narrative text to the students. After the teacher explained the material and students understood the narrative text. The teacher asks students to write one narrative text about their unforgettable experiences on paper within half an hour. Students submitted their work to the teacher, and then the teacher immediately corrected the students' writing by giving feedback responses, which the teacher does by calling one of the students forward to correct the student's worksheet, fixing the student's writing and teacher tells errors of the student's work writing directly. After being corrected, students immediately revised what the teacher told them. After that, they handed back their writing to the teacher.

Teachers have implemented feedback in class, but students still need help in writing because the student's abilities still need to improve. After researching the way teachers implement feedback, it turns out that it is not by the stages of feedback that should be; according to Lestariningsih (2014) where, exemplary feedback implementation has stages such as the planning stage, collection and processing stage, implementation stage, and development stage, as well as the monitoring stage and evaluation. According to Lestariningsih's (2014) theory, students' writing abilities will improve if the teacher correctly implements feedback.

Based on the data above, the researcher will further examine how English teachers at SMAN 7 Medan, especially in class X, implement feedback on students' writing in narrative texts to enhance the students' writing achievement.

## **1.2. The Problem Of The Study**

According to Ravindra (2022), the research problem is the basis of a research paper. It is a difficulty, gap, problem, or shortcoming that needs to be addressed in the area of research that the author wishes to undertake. Only when a research problem is identified can the author analyze the issues in that particular area and provide the solutions to the problem identified. the research problem formulation is as follows:

1. What types of feedback are implemented in the teaching writing narrativetext by the teacher at SMAN 7 Medan?
2. How is the feedback implemented in teaching writing narrative text?

## **1.3. The Objectives Of The Study**

According to Sudarto (2011), the objective of the research is to reduce the research that has been carried out by previous authors so that there is continuity, renewal, correction, and evaluation and a new, more up-to-date synthesis is obtained. the specific objectives of this study were:

1. To find out types of feedback applied in teaching writing narrativetext by teachers at SMAN 7 Medan.
2. To find out how the teacher implements the feedback in teaching writing narrative text at SMAN 7 Medan.

#### **1.4. The Scope Of The Study**

The book of Trinity Washington University (2014) said that the scope of the study is a section in a research proposal, thesis, and report where the author engages in the discussion of the research areas, research questions, objectives, population, and study area covered (which also implies those not covered) in the study to show that you know where your research fits in its scholarly community and that you know what you can accomplish. To achieve the research objectives, the writer limited the problem to the following provisions:

1. The type of feedback in writing text
2. The teacher implements the feedback in teaching writing

#### **1.5. The Significances Of The Study**

According to Regional (2015), the significance of the study is an essential section that has to be validly stated by the author under the “Background to the study” or “Introduction” chapter. Basically, the significance of the study explains the importance, rationale, relevance, and contributions of a study in detail. In doing this, authors are to give details of the contributions that their studies will make to the current literature as existing in their fields, enumerate the potential benefits of the studies, and identify the beneficiaries, that is, those who will benefit from the findings of the study. It is hoped that the findings of this research will be helpful for:

##### **Theoretically**

Researchers hope that this research can provide information to readers about the types of writing feedback that teachers can give to students to correct their

writing mistakes and improve students' writing skills.

### **Practically**

#### **1. Student**

By having a clear perception of teacher feedback used in writing activities, students who learn to write will experience improvement in their writing.

#### **2. English teacher**

The results will guide English teachers, especially in writing activities, by clearly defining feedback and how it is provided in classroom writing activities. After learning the results, teachers will improve their feedback techniques, especially in improving students' writing skills.

#### **3. Other Researchers**

To enrich existing research, researchers hope this research can inspire them to conduct other research on teacher feedback or other feedback-related subjects.