

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is one of the form of communication. People can express their ideas, opinions, experiences, and information through writing. Brown (2004:218) states ability to write has become an indispensable skill in this global literate community. It takes part in many parts in our lives such as in social, academic and professional fields.

Pardiyono (2007) states that writing is a linguistic competence that is expressed in written form. Writing is 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.

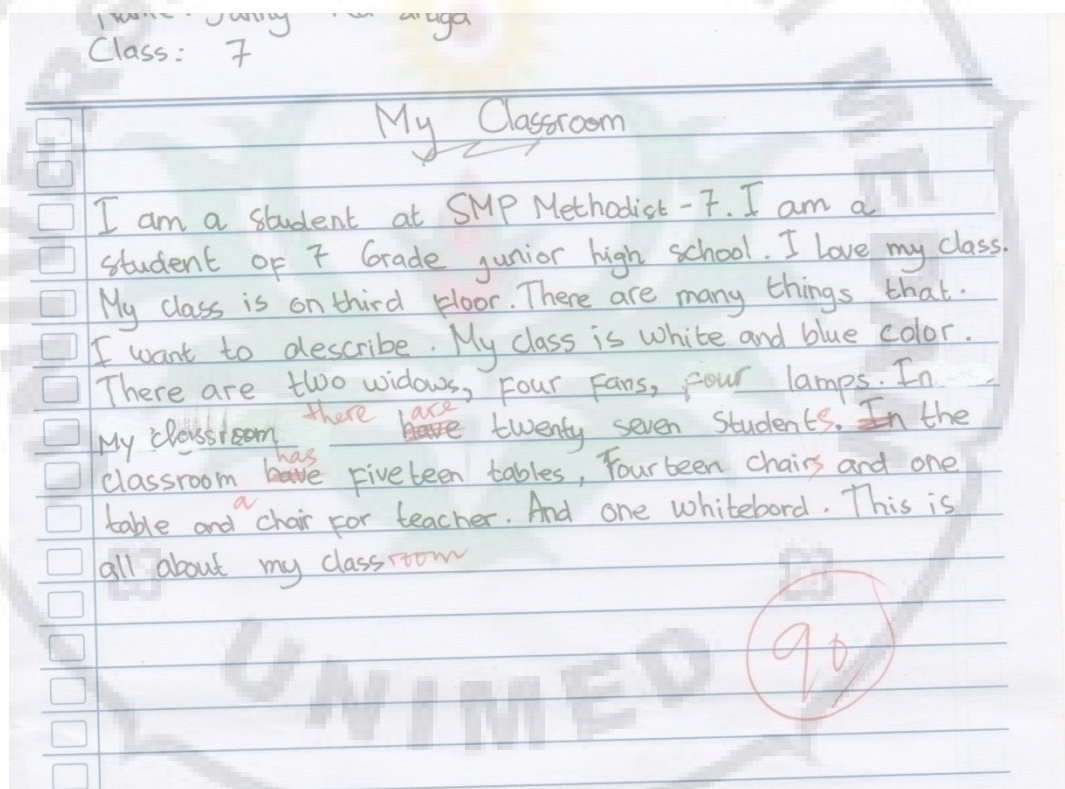
Masitoh and Suprijadi (2015) state the curriculum in Indonesia requires students to be able to write some kinds of text like recount, report, discussion, explanation, exposition, new item, anecdote, narrative, procedure, description, and review. Descriptive text is one of the genres taught for the students at Junior High School. Descriptive text is a text that gives information about particular person, place, or thing. The generic structure of descriptive text consists of identification and description. Identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what of the subject.

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.

Agbayahoun (2016) states that responding to student writing is a crucial component of the teaching-to-write process. Similarly, students' access to the teacher's feedback and their effective use of it constitute an important aspect of the learning-to-write process. Written feedback to student writing is a unique written dialogue in which the positioning of the student (as learner) and teacher (as expert) is implicit and the corresponding identities are negotiated through successive comments and revisions (Feuerherm, 2012).

Hattie and Timperley (2007) explain feedback is conceptualized as information provided by an agent regarding aspects of one's performance or understanding. The teacher, who is the agent providing feedback, must not only be evaluative when providing information on performance and understanding but must also provide paths to redirect thinking, encourage ongoing knowledge acquisition, and prompt students to become evaluative and critical of their own work in hopes that they will correct or improve themselves.

Based on the preliminary data observations, held on 19th August 2017 at SMP Methodist 7 Medan, the researcher find out how the English teacher namely Delima Merry Christina Sitorus, S.Pd, give written feedback to students writing descriptive text.



For example: 'In my classroom have twenty seven student'.

The written feedback that teacher gave was crossed out the word 'have' and replaced it with the word 'there are' and added 's' to the word 'student', It became 'In my classroom there are twenty seven students'. The word 'have' can be used to show possession or making the 'Perfect Tenses'. In this sentence, the student want to use 'have' as a possession word and it is not appropriate. Because word 'in' in the sentence above refer to the existance of people in the calssroom.

So, the word 'there are' which have to use. The addition 's' refer to the student who is more than one in the classroom.

After given written feedback by the teacher, the structure of sentence 'In my classroom there are twenty seven students' still not appropriate. As Eastwood (2002:263) states that adverbials of place and time often go in end position. So, the appropriate sentence should be 'There are twenty seven students in my classroom'.

As the facts above, it can be concluded that the teacher only focus to words which are not appropriate. Whereas written feedback have important roles to improve students writing skill, teacher is suppose 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 Written Feedback on Students Writing Descriptive Text for Grade VII at SMP Methodist 7 medan".

B. The Problems of the Study

Based on the background of the study above, the writer makes the problem of the study as follows:

1. What are the focuses of teacher written feedback on students writing descriptive text?
2. What are the purposes of teacher written feedback on students writing descriptive text?

C. The Objectives of the Study

The objectives of study are:

1. To find out the focuses of teacher written feedback on students writing descriptive text.
2. To find out the purposes of teacher written feedback on students writing descriptive text.

D. The Scope of the Study

Curriculum in Indonesia requires students to be able to write some kinds of text like discussion, explanation, narrative, procedure, description, etc. The problem will be limited in teacher written feedback focuses and purposes on students writing descriptive text for grade VII.

E. The Significance of the Study

The study is expected to give valuable contributions theoretical and practical for the perspective of teachers.

1. Theoretical Perspectives

This research is expected to clarify the problems related to teacher written feedback focuses and purposes in students writing descriptive text.

2. Practical Perspectives

a. For the Teacher

The writer hopes that this research will be inspiring for English teachers to know what teacher written feedback focuses and purposes. So, they will apply these focuses and purposes in giving written feedback.

b. For Students

The writer hopes this research will enlarge students writing skill ability, especially in descriptive text. So, students writing can be better.

c. For the Researchers

The researcher can use this research as one of the relevant studies and guide them to know more about teacher's written feedback on students writing descriptive text.