

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing was one of language skill which students can express their ideas in written form. Writing was one of important way to convey information, as Jonah (2006:29) argued that writing can be used as an indirect means of communication to others to convey information. From the definition above, it can be concluded that the purpose of writing was to convey the information from the writers to the readers, to persuade the readers from something that they have read and also to entertain the readers.

In writing, 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. Recount Text was text function as for telling an incident in the past. Recount was to tell “what happened”. In senior high school, students learned about recount text. Students in senior high school sometimes think it was so difficult to write what was in their mind because of their limited vocabulary and they have to develop their idea based on their own knowledge and also they have to know about how to arrange their idea into a good sentence to make the readers understand about what they have wrote. Another fact, students miss some grammatical rules in writing, such as they miss spelling in making sentences, they do not know about the tenses they used and they sometimes confused about what will they wrote.

Based on the facts, it showed that the teaching learning of English in classroom has not achieved the goals yet. Many students face the problems in writing. They needed activities which attract them to write. Thorsteinsen (2010: 3) states that feedback is a response given by teacher in the process of learning, it can be written and spoken. Feedback can be positive effect when the students learn from the teacher's feedback. Teacher giving feedback to their students' mistakes was to help the students improve their writing and speaking skills.

Feedback was a process that can help students in their learning process. It can be oral feedback and written feedback. In senior high school, 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. In this case, teacher have to check more than 15 works of students' writing and it can spend hours to check all of them, even though the teacher can use that time to do other work. 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.

In the other case, other teacher expected that by giving feedback, it can make their students can revise their writing to the better one. In fact, some students with high proficiency can understand precisely, but another students with low proficiency can be difficult to understand about their teacher's feedback. Because of the reality, teacher have to know about the students' proficiency to make them know about the feedback.

From the first observation, there were many grammatical errors on the students' writing. The teacher asked the students to make a recount text about students' experience. After the students finished their work, the teacher checked the language features of recount text on students' writing. Here was the data :

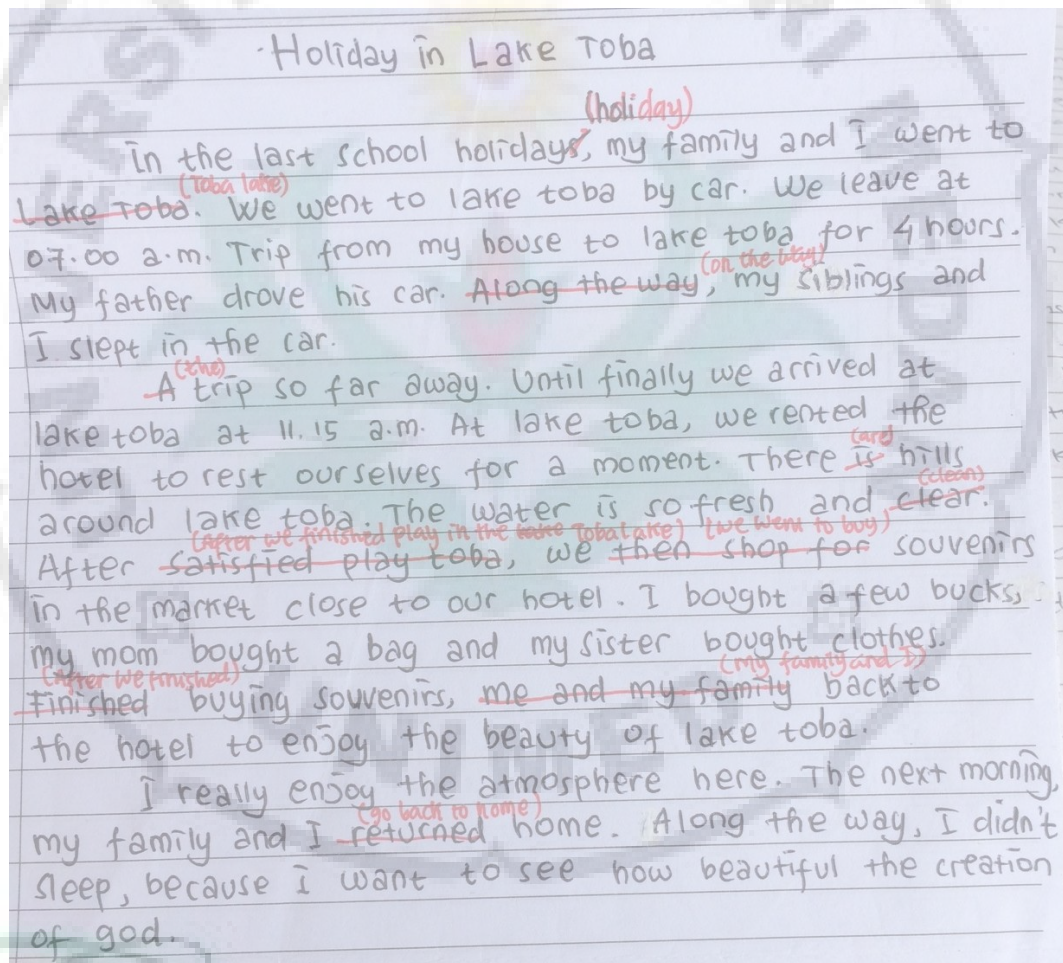


Figure 1.1 The Figure of Student's Writing with Teacher's Feedback

From the data above, it can be concluded that the teacher gave the direct feedback. The reason was because the teacher underlined the wrong words in same sentences. The teacher gave the correct ones. For example, the student wrote, 'along the way', there were the wrong words there, because of that, the teacher gave the feedback from the student's mistake. The teacher underlined the

wrong words and made it into the right sentence, it became, 'On the way'. The second, the student wrote, 'clear'. The teacher gave the feedback by changing the 'clear' word into 'clean'. The next error was, the student wrote, 'After satisfied play Toba'. The teacher gave the feedback by giving the underlined on the wrong word and the teacher made them into the right sentence, it became, 'After we finished playing in the Lake Toba'. To conclude, the teacher has made some feedbacks on the student's writing. The teacher gave them a written feedback, because the teacher made the feedback on writing not oral. The feedback will give positive effect for the students. They will be better on the next writing and they will understand about what was the right one.

If the teacher did not give any feedback to the students' mistakes, it made the students difficult to their writing later. If the teacher giving corrected the mistakes in the students' writing, it will help the students know about what was wrong and they can learn from their mistakes.

B. The Problems of the Study

Based on the explanation was mentioned above, the problems of the study were:

1. What types of teacher's written feedback were given by the teacher for grade 10?
2. Why did the teacher do those types of written feedback on students' writing?
3. How did the students' respond to the teacher's written feedback on students' writing?

C. The Objectives of the Study

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

1. to find out the types of teachers' written feedback in writing that given by the teachers for grade 10,
2. to find out the reason why teacher used those kinds of written feedback on students' writing.
3. to find out the students' response to the teacher's written feedback on students' writing.

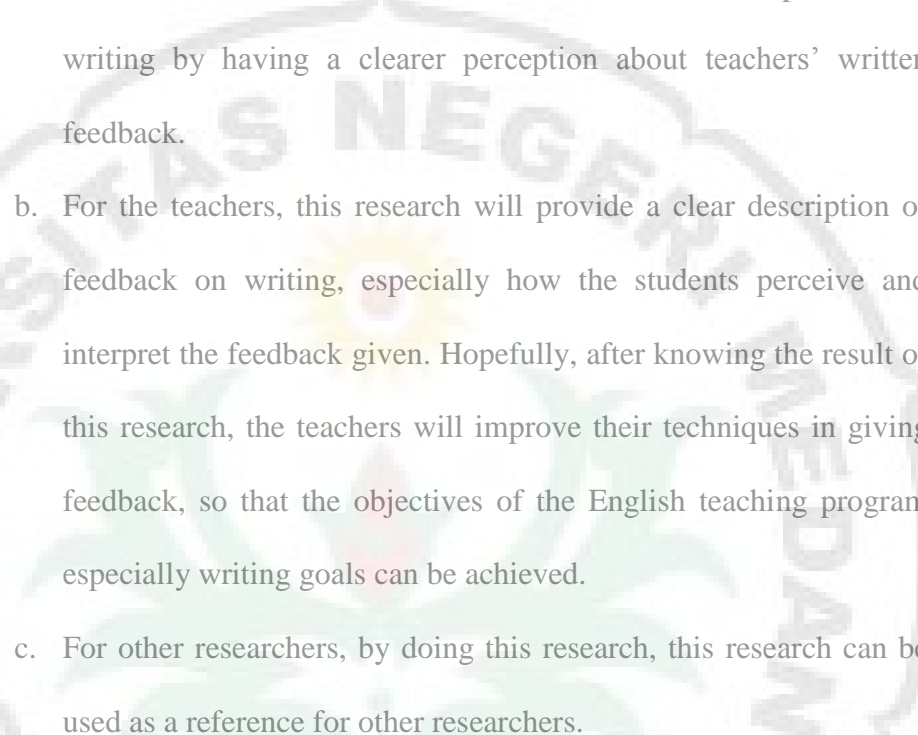
D. The Scope of the Study

The scope of the study was to analyze the direct and indirect feedback in writing for grade 10 students of senior high school. The analysis of direct and indirect feedback were focused on recount text. The students needed feedback which comes from teachers' feedback to make them learn from their mistakes. The skill was focused on writing.

E. The Significances of the Study

The findings of this research might be beneficial both theoretically and practically.

1. Theoretically, the result may be used to support the existing theory of teacher's written feedback.
2. Practically, the findings of this study were expected to give some advantages for the students, the teacher and other researchers.

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- a. For the students, the result of this research is to improve their writing by having a clearer perception about teachers' written feedback.
 - b. For the teachers, this research will provide a clear description of feedback on writing, especially how the students perceive and interpret the feedback given. Hopefully, after knowing the result of this research, the teachers will improve their techniques in giving feedback, so that the objectives of the English teaching program especially writing goals can be achieved.
 - c. For other researchers, by doing this research, this research can be used as a reference for other researchers.



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