

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is a person's ability to express his/her mind and feeling which is expressed in a written language, so that the readers are able to understand the message inside. Randal (2004: 160) states that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing.

Hyland (2003: 09) declares that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other. A person's views may be different from other people's views. It depends on their belief. Therefore, when constructing their views (ideas), the people had to make it understandable and acceptable.

In 2013 Curriculum(K-13), it is written the standard competence in the syllabus of the eleventh grade of Senior High School that the students are expected to be able to write some genres in writing namely procedure, report biography and analytical exposition. One of the genres that should be mastered by the students in the process of learning English is procedure text. Procedure text is a text designed to describe how something is accomplished through a sequence of actions or steps. Here, the procedure text is not only a

text learned at school but also the one found in the daily life. The students can find procedure texts in game rules, cooking recipes, using ATM machines. Those are examples of the authentic texts of procedure text that students can find in the daily life. It is helpful for the students in learning procedure writing.

In the teaching learning process of English, teachers as the ones who contribute more in students' success should lead their students to be good writers. The students 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.

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.

The students need feedback on what they are doing, saying or writing to help them understand whether it is right or wrong conforms to the expected standards, is acceptable or exemplary. Feedback on the students writing will

make them confident to improve their writing skill by revising their writing. It is one of the solutions which concerns to give the information about students' performance.

Based on the preliminary data observation, held on 11th of January 2018, the researcher found out how the English teacher give written feedback to students writing procedure text.

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How to make Juice tomato tomato Juice

Material / Ingredients :

- ^a tomato
- sugar
- a spoon
- a cup
- ^a Blender

Steps

- Chop ~~tomato~~ ^{the} tomato
- Put ^{the} tomato and sugar into blender
- Turn on ^{the} blender
- After that turn off Blender.
- Put tomato juice in to ^a glass
- a glass ^{of} tomato juice is ready to drink.

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Based on the preliminary data above, the written feedback that teacher gave was direct feedback. The teacher circled the phrase 'juice tomato' and beside it the teacher wrote 'tomato juice', In the materials/ ingredients the

teacher added the article 'a' in front of the noun 'tomato and blender', and in the steps the teacher added the article 'the' and 'a', in front of the noun 'tomato and blander', and in front of the noun 'glass' that it is not written in materials', the teacher also added a missing word 'f' to become the word 'turn off' and added preposition 'of' before the noun 'tomato'. The teacher only focused to fix the wrong translation and add article on the noun in the text. The text showed that the students still made mistakes when they were writing procedure text.

As the facts above, the researcher found some problems. The first problem is the students still have difficulties when they were writing procedure text. The other problem is the teacher did not give enough written feedback, the teacher only focus to fix the wrong translation and add article on the noun in the text. The teacher is supposed to give more written feedback and not only focus to fix wrong translation on students' writing.

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 focuses of teacher written feedback on students writing procedure text?
2. How are the teachers' perceptions about their written feedback focuses on students writing procedure text?

C. The Objectives of the Study

The objectives of study are:

1. To find out focuses of teacher written feedback on students writing procedure text.
3. To find out the teachers' perceptions about their written feedback focuses on students writing procedure text

D. The Scope of the Study

This research will be only focused on direct teacher written feedback. This study will analyze the focuses of written feedback that is given by English teacher on students writing procedure text for Grade XI based on six major focuses of teacher written feedback (Hyland), and the teachers' perceptions about their written feedback focuses.

E. The Significances of the Study

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

1. Theoretical Perspectives

The writer hopes that the result of this research will be able to help the reader to obtain information about teacher written feedback focuses in students writing procedure text.

2. Practical Perspectives

a. For the Teacher

The writer hopes that this research will be inspiring for English teachers to know what teacher focuses on written feedback. So, they will improve their techniques in giving feedback for the students.

b. For the Students

The writer hopes that this research makes students can accept and get positive perception about feedback. So, the students can write procedure text better.

c. For the Researchers

The researcher can use the study as one of the relevant studies and guide them to know more about teacher written feedback on students writing procedure text.