CHAPTER I

INTRODUCTION

This chapter consists of four major parts. They are the background of the study, the problem of the study, the objective of the study, the scope of the study, and the significance of the study. Each part is presented as follows :

A. The Background of the Study

Language is a means of communication for understanding each other for both oral and written. One of the languages is English which functions as an international language. English has also very important roles such as for business, politics, economic, culture, tourism of local government, science and technology and education. In education territory, English has been taught to the students at Junior High School, Senior High School, and Universities.

In order to master English as has been targetted, Indonesian government has changed its curriculum for many times. The current curriculum is curriculum 2013 which emphasizes the English subject to four skills namely; listening, speaking, reading, and writing. In curriculum 2013, teachers are expected to assist students' knowledge and skills to communicate in English either in speaking or writing (Narwianta,2014).

One of the language skills is writing. Writing is one of the important skill in English because writing becomes a tool for a communication and it is important to be included in teaching English. Communicating ideas in a piece of writing seems to be very challenging for Junior High Schools in Indonesia. Brown

(2001:336) states "writing is a process of thinking". This idea is supported by Nunan (2003:88) which also explains that "writing is the process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly". Richard and Renadya (2002) state that the writer is not only generating and organizing idea but also making a legible writing product (p. 303). Writing makes the students experience some processes that lead them to experience errors and correct the errors. Bryne (2007) says that writing is believed as the most difficult skills to be learnt since it is a productive skill in language learning.

However, in writing, it needs the final work (writing) or product. Product Writing is an approach to teaching writing that focuses on students' final production, that is, the text they are asked to produce. There is enhanced importance in the end product and this affects the way a product writing lesson is staged. There are 4 stages that stated by Steele (2014) such as : model text, controlled practice, organizing ideas, and final product.

In model text, the students will read the model text and analyze features of the genre. The second is controlled practice, it provides students with practice of the key features required to write the text genre. The third, organizing ideas give the students time to think about what they are going to write, generate the ideas on content and language to produce the text. The last is final product, the students produce their own text and it is essential that the teacher provide learners with feedback on their production.

Based on the journal finding, there are five genres for teaching in Junior high school, they are narrative, recount, descriptive, report and procedure texts. On this research, the final work or writing product will focus on students' recount text which studied by eighth grade students of SMP Swasta Islam Azizi Medan.

Dirgeyasa (2014:6) deals that recount is a text that retells events or experiences in the past. He classifies the types of recount into three ; personal, factual and imaginative recount. The recount text has purpose to inform or entertain the readers by retelling the event. In writing recount texts, students have to know the generic structure and language features of that text. According to Pardiyono (2007:66), the generic structure of recount text is orientation, record of events, and re-orientation. Generally, recount texts begin with an orientation to introduce and give the background information that is needed to guide readers' understanding to next part of the story by series of events and sometimes it has evaluation or reorientation at the end of the text. Beside generic structure, student must aware about language features of recount text. They focus on specific participant, use simple past tense, use action verb, use linking verb, and use chronological conjunction. Based on Competency Standard in 2013 curriculum, the students are expected to able to analyze the social function, structure and language features of recount text. Besides, they must be able to develop recount text in the form of work report, history and personal experiences.

As contained in junior high school curriculum of 2013, study of writing skill is addressed to attainment of student in ability to express various meaning correctly through product in writing a text about a topic related to real experience

or daily activity by using variety of written language. In the curriculum, recount text is one of the genres that must be achieved by the students at grade eight. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. In other words, recount is an activity of retelling story about experiences in the past in sequent.

In fact, based on the preliminary observation which was done by researcher in SMP Swasta Islam Azizi on VIII grader in April 30th,2018. The English teacher states that many students are still hard in writing a text. Sometimes, when the teacher asks the students to write a simple text, they just write 3-4 sentences. It has been the best according to students. The English teacher is confused what the teacher can do so that the next is better. When the teacher corrects the students' work, many of them are still wrong in writing text, it is not appropriate with the genre. For example, in Recount text. Most of students are having difficulties to transfer their ideas, even in arranging it into a text. The result of students' work actually is still below standard of writing such as : grammar, content, vocabulary, the topic etc. The teacher says it is difficult for them to write a text although they have learned it several times. Then the researcher asks the Minimal Completeness Criterion, the teacher tells KKM of the school in English lesson is 78. The teacher states the score of students actually is still below KKM about 60% of the students.

This is **table 1.1. the sample of data on students' writing scores** below :

No	Score	Students
1.	< 78	11
2.	= 78	5
3.	>78	9
4.	Total	25

The teacher says that the lowest score under KKM of the students is 70, but it has been given additional score and the highest is 85 of the students. Based on the fact, researcher concludes that students of the school are clear the ability of them in writing a text is still low. The expectation which is expected actually is the students of the school can write English well based on purpose, generic structure and language features of the text especially Recount Text. To solve this problem, the expectation the students actually need feedback such as Teacher's Feedback because teacher's feedback has an influence on the students writing ability. By getting feedback from the teacher, the students will know and understand about their mistakes in the writing. The students are surely thinking about their mistakes when they get teacher's feedback. The students will know how to write well and correctly base on the elements of writing, purpose, generic structure and language features. By getting teacher's feedback is expected to able to help the students to overcome the problem that is faced in writing and the teacher can know what types and how the teacher gives feedback well .

Indicators to know the final work in writing text is by seeing assessment instrument rubric from Dirgeyasa (2014:42). It shows performance indicator which can get students' score because the scoring is important to give the feedback of the student's final work. The indicators are excellent (5), good (4),

fair (3), poor (2), and very poor (1). Then, there are performance indicators that explain the descriptions that will be indicator in feedback because the students need the descriptions of their score what they get such as their mistakes and error in their writing.

Feedback itself can be defined as a response that is given by another person such as by a teacher or peer to someone's performance in oral or written form. Additionally, Purnawarman (2011) affirms that the primary feedback is provided by a teacher. The reason that supports his claim is because the teacher feedback has the greatest effect on students' learning and achievement. This is due to the fact that a teacher is the major in school influence on the students learning and achievement (Hattie & Timperley, 2007) and most students have high confidence in the teacher's knowledge and skill in English (Srichanyachon, 2012). If the students have confidence in their teacher, they will retain information better since they become more responsive to teacher's suggestion. Those two reasons make students value the teacher's feedback higher than other alternative form.

According to Lewis (2002), there are five purposes of feedback such as : feedback provides information for teachers and students, students with advice learning, students with language input, feedback is a form of information, and feedback can lead students towards autonomy.

Despite the purposes of teacher's feedback, there are still questions of what types of teacher's feedback and the most dominant types of feedback from the teacher to improve students' writing skill. There are wide on providing feedback as they are influenced by their practices and perspectives of providing feedback.

in this point, based on theory of Ellis (2009), there are two types of teacher's feedback. they are oral corrective feedback and written corrective feedback. but here, the researcher will focus the types of written corrective feedback because the problem of the students in writing a text.

When the students received teacher's feedback, students sometimes think good and bad in their minds whether it is useful for them or not. So the researcher will find out the types of teacher's feedback and the most dominant types of teacher's feedback. Then, by seeing the types of teacher's feedback the researcher will interview the teacher so that knowing how the teacher giving feedback to the students. Feedback is very important to the students both of the feedback is good or not. If the feedback is good it results : the students do learn-their work does improve, the students become more motivated – they believe they can learn, they want to learn and they take more control over their own learning and the classroom becomes a place where feedback, including constructive critic, is valued and viewed as productive.

At last, taking a look at the explanation above, the researcher is really interested in conducting a research with the title "*Teacher's Feedback on Students' Recount Text at Grade Eight of SMP Swasta Islam Azizi Medan"*. It is considered to be important to analyze teacher's feedback on students' recount text because this study will fill in the gap by investigating the types of teacher's feedback, finding out the most dominant of teacher's feedback and explaining the processes of giving feedback in correcting the student's recount text that can be useful in increasing and developing students' ability in final work (writing).

B. The Problems of the Study

In line with the background of the study above, the writer formulates the problems of the study as:

1. What are the types of teacher's feedback on students' recount text at grade eight of SMP Swasta Islam Azizi Medan ?

2. What is the most dominant type of teacher's feedback on students' recount text at grade eight of SMP Swasta Islam Azizi Medan ?

3. How does teacher give feedback on students' recount text at grade eight of SMP Swasta Islam Azizi Medan ?

C. The Objectives of the Study

The objectives of this study are:

1. To investigate the types of teacher's feedback on students' recount text at grade eight of SMP Swasta Islam Azizi Medan.

2. To find out the most dominant type of teacher's feedback on students' recount text at grade eight of SMP Swasta Islam Azizi Medan.

3. To explain the process of giving feedback on students' recount text at grade eight of SMP Swasta Islam Azizi Medan.

D. The Scope of the Study

There are 2 kinds of teacher's feedback in teaching learning process namely : oral corrective feedback and written corrective feedback, however in this study the researcher only focuses in analyzing the kinds of written corrective feedback and also explain processes that are given by the teacher on students' recount text at grade eight of SMP Swasta Islam Azizi Medan.

E.   The Significances of the Study

The findings of this study are expected to be useful for teachers and students on their attempts to improve the language teaching and learning process in the classroom. The results of the findings will provide valuable input to:

1. Theoretically, it will be useful to provide beneficial information about the analysis of teacher's feedback includes the types of feedback and the process of giving feedback on student's recount text.

2. Practically, the findings will be useful for:

   a. The teachers, this research is expected to help the teachers to overcome the obstacles that occur in writing class and also to develop students' writing skill. It is expected that after this research, the teacher can use teacher's feedback as one of the teaching techniques in teaching writing to decrease students mistakes in writing.

   b. Students at school, to improve their abilities and facilitates the students in learning English so that they will be enthusiastic, interactivity, meaningful and be motivated to participate actively in the writing tasks.

   c. Other researchers, as a reference for those who want to conduct a research about the writing and teacher's feedback. The researcher expects that this can be developed again from other researchers because writing is still considered to be the most difficult skill to master.