

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

There are four language skills in teaching English as the needs of students; they are, reading, listening, speaking, and writing. One of the important skills is writing. Writing is a process of putting thoughts, ideas, opinions, experiences event and history. Writing is one of language skills by which students can express their ideas in written form. It means they have to be able to write correct sentences and arrange them into a good paragraph. Writing is a process to obtain the product which is affected by several elements such as vocabulary, grammar, organization, spelling, and punctuation. Furthermore, students need English writing teacher who can help them.

One of the most important roles in transferring and teaching English language at the school is teacher's. How she or he tells and works is going to impact the students' knowledge of English. Moreover, the purpose of teaching writing is to develop students' writing skills so that students can write English effectively and efficiently. The teacher as well-educated expert gives feedback to their students intentionally to reflect and make improvement to their students' writing. It is true that there is no such thing good teaching without good feedback (Nicol, 2009).

Feedback can be viewed as an important process for the improvement of writing skills for students (Hyland, 1990; Hyland & Hyland, 2001). This is because written feedback contains heavy informational load which offers suggestions to facilitate improvement and provides opportunities for interaction between teacher and student (Hyland & Hyland, 2006). Feedback can be defined as writing extensive comments on students' texts to provide a reader response to students' efforts and at the same time to help them improve and learn as writers (Hyland, 2003). The teacher provides feedback to enable students to read and understand the problems and use them to improve future writing. Thus, written feedback is used to teach skills that are able to help students improve their writing. At the same time, it is hoped to assist students in producing written text which contains minimum errors and maximum clarity

In order for feedback to be effective, students' must be provided with effective feedback. Effective feedback is feedback that is focused, clear, applicable, and encouraging (Lindemann, 2001). When students are provided with this type of feedback, they are able to think critically and self regulate their own learning (Nicol & Macfarlane-Dick, 2006; Strake & Kumar, 2010). Thus, it is understood that feedback acts as a compass which provides a sense of direction to the students and tells that writing goals are achievable. Feedback is particularly important to students because it lies at the heart of the student's learning process and is one of the most common and favourite methods used by teachers to maximise learning. But, little attention has been given to the specific types of responses teachers give their students in relation to speech acts and the extent to which students find these helpful.

Teachers' written feedback is the most widely used form of feedback that students receive on their written work. Different researchers (e.g., Danny and Randolph & Karen, 2010; Altena & Pica, 2010) have questioned the efficacy of this type of feedback. Teachers' written feedback, however, is a complex area, and several studies have dealt with it from different angles. Some studies (Getchell et al, 2011; Clement et al, 2010), for example, have investigated the methods (e.g., direct correction, the use of codes, etc.) teachers utilize to respond to their students' written work. Others (Peter, 2006; Blair, 2006) have examined the types of feedback (i.e., form vs. content) teachers perceive as being more effective.

Motivation is the activation of goal oriented behavior. Bernard (2010) states that motivation is vital in language learning. It makes language learners positive about their own learning. It also creates the drive in them to acquire the targeted language, enjoy the learning process, and experience. The students are at their most creative when they feel motivated primarily by interest, satisfaction and challenge of the work itself and not by external pressure or incentive. In this case, the teacher must be more sensitive in perceiving the problem. One of ways is the teacher has to apply the readiness of the teachers for the students in teaching learning process, especially for Narrative Text.

Language, especially English, is a significant instrument in the fields including scientific communications, business world, cultural interchanges, political issues etc. It is widely accepted that fluency in the English language is a key to success in life. Motivation, attitudes, and set of beliefs, about learning the

language are among the determining factors that can influence efficiency of the students in language classes.

Therefore, the instructors and educators should be careful in taking these factors into account. According to (Latchanna & Dagneu, 2009), attitude is accepted as an important concept to understand human behavior and is defined as a mental state that includes beliefs and feelings. Beliefs about language learning is directly associated with success in language classes. According to (Lennartsson, 2008), students' beliefs can be an obstacle if they believe that they cannot learn the new language successfully. Negative attitude and lack of motivation can lead to obstacles in learning a language. But a student's negative attitudes can be changed and turned into positive ones and facilitate getting a positive result. Having positive attitude towards learning a language is a good start to learn a language. The study calls the attention of the teachers to the fact that language learners are not only communicators and problem-solvers, but whole persons. With hearts, feelings, beliefs, identities. Motivation has a direct effect on learning a language as well. According to Lennartsson (2008), motivation and the will to learn a second language are the factors that were considered much more important than the social ones. By providing positive attitudes among the students we can raise students' motivation. Studies have clarified that less talented students with high level of motivation are among the best language learners. If language learners feel that fluency in language can be useful in the future, they will enhance their motivation and will do their best to achieve this goal within a short time. So, the researchers have tried to concentrate on the importance of attitude and

motivation in language learning and also how to raise good sense among the students.

Findings of the study will clarify the effects of these two factors in learning language and will provide some practical suggestions and recommendations for the teachers. Based on the results of this study, educators and teachers can apply efficient strategies and techniques in language classes in order to promote positive motivation and attitude among the students to learn language and raise the proficiency of students.

A Previous researcher Nielsen (2015) Impact of Formative Feedback On Student Motivation to Write in Grade English Courses define feedback as “information provided by an agent (e.g., teacher, peer, book, parents, experience) regarding aspects of one’s performance or understanding. The effects of those different types of feedback on the students’ actions or motivation to change as a result of the feedback used (Graham & Perin, 2007) Feedback is said to enhance both skills and motivation in relation to writing though it is not clear which type of feedback, or how often this feedback must be given to the student in order to be most effective. Though teachers spend countless hours providing students with numerous different forms of feedback on their writing.

Ellis, Loewen, & Erlam (2006) stated one that the response of teacher in giving feedback is consist of an indication that an error has been committed, provision of the correct target language form, metalinguistic information about the nature of the error, or any combination. In the line with the explanation above,

in the reality during the interaction between a teacher and a student, there is different phenomenon such as the following:

Teacher : "What is the generic structure of narrative text?"
 Student : "Orientation, Evaluation, Complication and re-orientation"
 Teacher : "No resolution?"
 Student : "Oh yaa... Orientation, Evaluation, Complication, Resolution and re-orientation is optional"

The conversation above was occurred on Tuesday at 08.00 pm in a writing class interaction of the nine grader students in English teaching training class in Amiruddiniyah boarding School Rantau Prapat. Based on their interaction, the teacher provided direct feedback and asked the student about their prior knowledge then she indicated that student's utterance was containing an error and resulting in an uptaking the correction. This situation motivates the researcher to do the research.

The phenomenon of feedback can also happen in the teaching writing class activity. While some students rechecked their form and content in their writing after teacher provided the feedback in their writing and others were not. Meanwhile teacher has done their responsibility and she knew the students feedback from the response of students about their writing whether it is correct and improve

So, it can be concluded that most students are not motivated in learning just with the provided direct feedback provided by teachers'.

Based on the background, the researcher did a research with students of VIII A and B as subjects of the study . There were 40 students from class A and B. The researcher took this grade because based on SI one of the language skills that must be achieved is writing skill.

Therefore, based on the phenomena mention above, this study was to investigate the teachers' feedback of students' writing by identifying the types of feedback are given by the teacher in English class in Rantau Prapat, How are the students motivation and learning attitude realized towards writing achievement in English class, Why are the students motivation and learning attitude realized in the way they are.

1.2 The Problems of the Study

Based on the background, the problems of the study are formulated in the following questions:

1. What types of feedback are given by the teacher in English class?
2. How are students motivation and learning attitude realized towards writing achievement in English class?
3. Why are the students motivation and learning attitude realized in the ways they are?

1.3 The Objectives of the Study

On the basis of the above problems, the objectives of the study are:

1. To describe the types of feedback given by the teacher in the English class.
2. To elucidate how the students' motivation and learning attitude realized towards writing achievement in the English class
3. To reveal the reason why the students motivation and learning attitude are realized in the ways they are

1.4 The Scope of the Study

There are several theories about feedback, motivation and learning attitude. In this case, the study was limited on English class about narrative text in essay writing and creative writing. The types of feedback as direct and indirect. How are the students' motivation and learning attitude realized towards writing achievement in English class and the reason why are students' motivation and learning attitude realized in the ways they are. Which teacher use for nine grade students in English class. This study is intended to discover the existence of types of feedback that is delivered by teacher in English class to improve their students' writing, how the students' motivation and learning attitude realized towards writing achievement in English class.

1.5 The Significance of the Study

The findings of this study have two general significances, theoretical and practical.

Theoretically, the results of this study are useful for:

1. The enrichment of teaching knowledge in the field of teacher feedback especially in English class.
2. Development studies on feedback about direct and indirect feedback, intrinsic and extrinsic motivations, positive and negative learning attitudes.

Practically, the results of this study are useful for:

1. For the students, it is hoped that by knowing the result of this study, they will be able to improve their writings and writing skills by implementing types of feedback, motivation and learning attitude. Finally, the result of this study can stimulate the other researchers who are interested in topic and give contribution as references in the in – depth study of feedback for further researchers.
2. Hopefully, the finding of this research can help to give positive contribution in improving teaching method and strategy of writing teachers especially in providing effective written feedback on students writings so that they are encouraged to develop their writing skills and also when the students feel positive toward target language users, they will be highly motivated and consequently more successful in acquiring the target language. Then, they can improve their writing skill in daily life.