CHAPTER I

INTRODUCTION

This chapter consists of six major parts. They are the background of the study, the identification of the problem, the problem of the study, the objective of the study, the scope of the study, and the significance of the study.

A. The Background of the Study

In English, there are four skills that have to be mastered by students in school, those are listening, speaking, reading and writing. Writing is a productive skill in English subject, because it produces a thinking process of ideas, experiences and feelings in written form. Students need to get a lot of sources so they can organize their ideas, experiences and feelings in written text well. There are some aspects that students should be understood such as grammar, punctuation and spelling, organization, cohesive and coherent devices, and vocabulary (Novita, 2014).

Referring to the Content Standard (Standar Isi) stated in the Ministerial Decree Number 22/2006, vocational education is aimed to increase the intelligence, knowledge, personality, character, and skill of the students to live independently and continue to the higher education based on the students' program (Mulyasa, 2010: 62). Vocational high school students are expected be educated and skillful in their major for the specific occupation. The students are prepared to face any challenge in their work field.

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. Based on the current curriculum (curriculum 2013), the teaching of writing is done through genres of different kinds of text that the students learn at Senior High School or Vocational School. In learning writing, there are such texts as many types of text that must be mastered. On this research, the final writing product will focus on students' writing analytical exposition text which studied by the eleventh grade students.

According to Dirgeyasa (2016:83) the analytical exposition text is a part of exposition text in general. He gives more comprehensive definition, analytical exposition text is a type of spoken or written text that is intended to persuade the listeners or readers that something in the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something in the case. This type of text can be found in scientific books, journal articles, magazines, newspaper articles, academic speech or lectures, research report etc. Analytical expositions are popular among science and academic community and educated people. In addition, the analytical exposition text is also defined as a text that elaborates the writer's idea about the phenomenon surrounding. The analytical exposition text has purpose to reveal the readers that something is an important case and also to persuade the reader or listener that something is the case that idea is an important matter. In writing analytical exposition text, students have to know the generic structure and the language

features of that text. The generic structure of analytical exposition text is thesis, arguments and re-iteration. Analytical expositions text begins with thesis that usually includes a preview arguments to the next part of the story by series of arguments that consists of a point and elaboration sequence and the reiteration to restates the position more forcefully in the light of the arguments presented. Beside generic structure, student must aware about language features of analytical exposition text. there are several grammatical features of analytical exposition text, such as: use the present tense, use mental verbs, use saying verbs, use causal conjunctions, use connection words, use words that express the author's attitude, and use persuasive technique.

Based on Competency Standard in 2013 curriculum, the student are expected to able analyze the social function, structure, and language features of analytical exposition text. Besides, they should elaborate the idea about phenomenon surrounding. They should reveal the readers that something is the case or that the idea is the important matter.

In Senior High School and Vocational School curriculum of 2013, the study of writing skills is addressed to attainment of student in ability to express various meaning correctly through product in writing a text related to a phenomenon or event by using variety written language. In the curriculum, analytical exposition text is one of the genres that must be achieved by the students at grade eleventh. Formally, exposition is a logical argument from a particular point of view that explains a thesis, arguments and re-iteration. In other

words, exposition is a genre that often involves the writer comparing opposite points of view, analyzing the arguments and concluding with an overriding opinion or conclusive argument.

From the first observation, there were many grammatical errors on the students' writing. The English teacher states many of students still found difficulties 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 students in the class. The English teacher felt confuse for doing the next process. When the teacher corrects the students' writing, many students failed to make a good writing text, it is not appropriate with the genre. Most of students are still low about comprehending writing. This problem have some factors, such as low motivation, have difficultness to express their ideas, lack of students' interest, lack understanding of grammar, lack of vocabulary mastery, ideas, medias, teaching strategy and method, facilities , environment, weakness learning material, and attitude. The teacher says it is difficult for them to write a text although they have learned in several times. Then the researcher asks the Minimal Completeness Criterion, the teacher tells KKM of the school in English lesson is 71. The teacher states the score of students actually is still below KKM about 60% of the students. 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 81 of the students.

Table 1.1 The Sample of Data on Students' Writing Scores

No	Score	Students
1.	< 71	11
2.	= 71	5
3.	>71	9
	Total	**25**

Based on the facts, it showed that the teaching learning of English in classroom has not achieved the goals yet. 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 Analytical Exposition 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 surely think 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 . Here was the data:
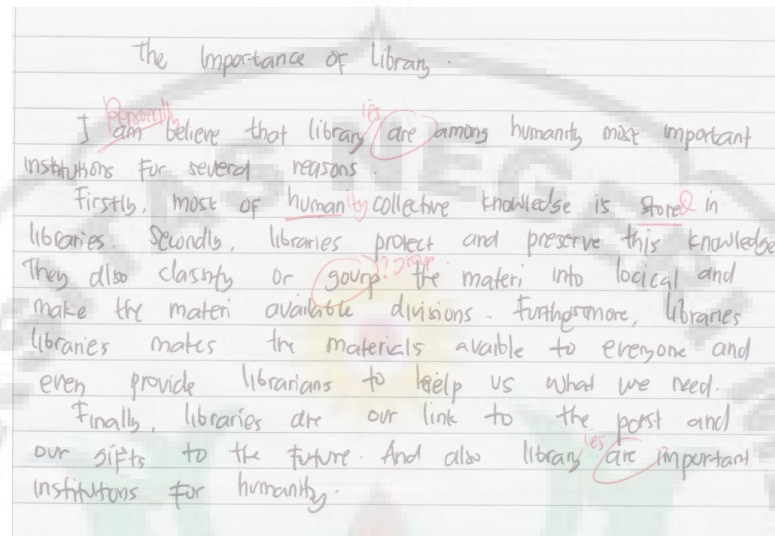
Figure 1.1. The Figure of Student's Writing with Teacher's Feedback

From the data above, it can be conclude 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, 'I am believe', 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 'I personally believe'. The teacher gave the feedback by changing the 'gourp' word into 'group'. The next error was, the student wrote, 'And also library is important institutions for humanity'. The teacher gave the feedback by giving the circled on the wrong word and the teacher made them into the right sentence, it became ,'And also libraries are important institutions for humanity'. 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.

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 students' writing, it will help the students know and understand about what was wrong and they can learn from their mistakes.

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.

Therefore, the researcher focuses on teacher's written corrective feedback. The researcher really interested in conducting a research with the title *"Teacher's Feedback on Students' Writing Analytical Exposition Text at Grade Eleven Students' of SMK Negeri 4 Medan"*.

B. The Identification of the Problem

Based on the researcher observation in SMK Negeri 4 Medan, it was known that many students have difficulties in writing a text. 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.

C. The Problem of the Study

Based on 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' writing analytical exposition text at grade eleven students' of SMK Negeri 4 Medan?

2. Why did the teacher do those types of feedback on students' writing analytical exposition text at grade eleven students' of SMK Negeri 4 Medan?

D. The Objective of the Study

Based on the problems of the study, the objectives of this study are:

1. To investigate the types of teacher's feedback on students' writing analytical exposition text at grade eleven students' of SMK Negeri 4 Medan.

2. To find out the reason why teacher used those kind of feedback on students' writing analytical exposition text at grade eleven of SMK Negeri 4 Medan.

E. The Scope of the Study

The scope of the study will to analyze the written corrective feedback in writing for grade eleven students of SMK Negeri 4 Medan. The analysis of the written corrective feedback will focused on analytical exposition text.

F. The Significances of the Study

This research is expected to have a significant contribution theoretically and practically for:

1. Theoretically, it will be useful to provide beneficial information about the analysis of teacher's feedback includes the types of feedback.

2. Practically, the findings will be useful for:

    a. The teachers, this research will provide a clear description of feedback on 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.