

CHAPTER I

INTRODUCTION

A. Background of Study

Writing is needed as one of the form of communication. People can express their ideas, opinions, experiences, feeling, and information through writing. People meet and communicate for particular purpose, when they communicate they not only use spoken language but also written language. This skill is extremely needed in daily life because our activity can not separated from the writing for instance chatting, taking note, sending a letter, writing a shopping list, etc. Brown (2004:218) states ability to write has become an indispensable skill in this global literate community. It takes part in many parts in our lives such as in social, academic and professional fields.

Harmer (2007: 31) states that writing is a way to produce language and express idea, feeling and opinion. It means that the main purpose of writing is for communication. Through writing, people can express or delivering their thought, feelings, ideas, experiences, to tell a specific purpose to the people in form of sentences or a paragraph into a text.

Writing is one of four language skills which have to be mastered by the students, beside listening, speaking, and reading. Writing is an important skill for students in learning English. Pardiyono (2007) states that writing is a linguistic competence that is expressed in written form. Writing is one of the

ways for human to express and share idea, thoughts, or experiences with others in the form of written language, so people may write for many different purposes.

Masitoh and Suprijadi (2015) state the curriculum in Indonesia requires students to be able to write some kinds of text like recount, report, discussion, explanation, exposition, news item, anecdote, narrative, procedure, description, and review. Descriptive text is one of the genres taught for the students at Senior High School. Descriptive text is a text that gives information about particular person, place, or thing. The generic structure of descriptive text consists of identification and description. Identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what of the subject

Regarding the importance of writing, teachers, as the ones who contribute more in students' success, should lead their students to be good writers. As it is impossible to be successful without facing obstacles, the students will also find difficulties in writing by producing mistakes and errors before they are proficient. It is common that English as Foreign Language (EFL) learners usually make mistakes and errors in writing. 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.

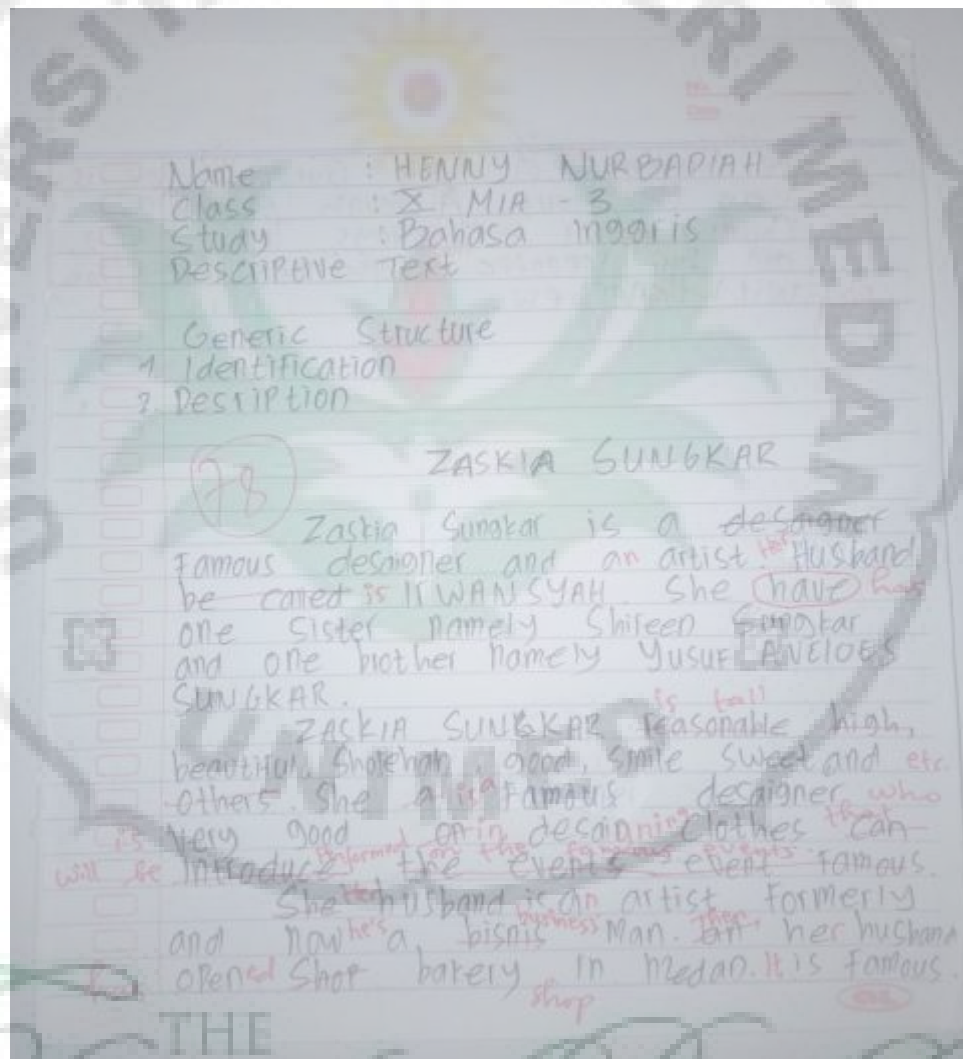
Agbahoun (2016) states that responding to student writing is a crucial component of the teaching –to-write process. Similarly, students' access to the teacher's feedback and their effective use of it constitute an important aspect

of the learning-to-write process. Written feedback to student writing is a unique written dialogue in which the positioning of the student (as learner) and the teacher (as expert) is implicit and the corresponding identities are negotiated through successive comments and revisions (Feuerherm, 2012).

Feedback has long been regarded as essential for the development of second language (L2) writing skill, both for its potential for learning and for student motivation. Based on Hattie and Timperley's (2007), feedback can be defined as "information provided by an agent with respect to one's performance or understanding". It means that 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.

In Curriculum 2013 as a standard of education system, the students of Senior High School are assessed to write a text. Based on the syllabus of Curriculum 2013, there are several standard competencies that should be reached by students. One of the standard competencies itself is The students should be able to describe a person. Therefore, even though there are several kinds of texts that students need to master, but in this research will focus only one text. One of the texts is a descriptive text. Pardiyo (2007) states that Descriptive text is a text which describe a living or non-living things.

Based on preliminary research that used, held on 6th April 2019 at SMAN 1 Tanah Jawa, the researcher found out how the English teacher namely Purnama Manurung, S.Pd, gave written feedback on students' writing descriptive text.



For example: 'She a famous desaigner very good on desain clothes can introduce the events-event famous.'

The written feedback that teacher gave was adding 'n' in an article 'a'. Because it is followed the noun 'artist' in front of the article. Then, the teacher

adding the possessive pronoun 'her' in front of the noun 'husband'. The teacher crossed out the words 'be called' become 'is', and change 'have' become 'has'. Next, the teacher crossed out the words 'reasonable high' become 'is tall' because it is an adjective. The student want to say that Zaskia Sungkar is not short. Then, the teacher adding 'is' in front of 'a famous' because it is also an adjective. The teacher also adding 'who is' in front of very good. Then, crossed out 'on' become 'in', and adding "ing" in the word 'design' become 'designing'. After that, the teacher crossed out the sentence 'can introduce the events-event famous' become 'that will be performed on the famous events'. Then, the teacher crossed out 'she husband' become 'her husband'. Next, change 'a artist' become 'an artist'. The teacher also changed the sentence 'Now a bisnis man' become ' now he is a businessman'. Then, the teacher crossed out 'he husband open shop bakery in Medan. is famous'. So the appropriate sentence should be 'Her husband has opened bakery shop in Medan. It is famous'.

As the fact above, it can be concluded that teacher only focus to words which are not appropriate. Whereas written feedback has important roles to improve students' writing skill. Teacher is suppose to be a more immersive in giving written feedback. Those are the reason why the writer would like to conduct the research under the title "The Focuses of Teacher's Written Feedback on Students' Descriptive Text at the Tenth Grade of SMAN 1 Tanah Jawa"

B. Identification Problem of Study

Based on the background of the study above, the writer makes the problem of the study as follows:

1. What are the focuses of teacher written feedback on students' writing descriptive text?
2. What are the purposes of the teacher written feedback on students' writing descriptive text?

C. Objectives of Study

The objectives of study are:

1. To analyze the focuses of the teacher written feedback on students' writing descriptive text.
2. To describe the purposes of the teacher written feedback on students' writing descriptive text.

D. Scope of Study

Curriculum in Indonesia requires students to be able to write some kinds of text like discussion, explanation, narrative, procedure, description, recount, etc. The problem will be limited in teacher written feedback focuses and purpose on students' writing descriptive text for grade X.

E. Significance of Study

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

1. Theoretical Perspectives

This research is expected to clarify the problems related to teacher written feedback focuses and purposes on students' writing descriptive text.

2. Practical Perspectives

a. For the Teacher

The writer hopes that this research will be inspiring for English teacher to know what teacher written feedback focuses and purposes. So, they will apply these focuses and purposes in giving written feedback.

b. For the Students

The writer hopes this research will enlarge students' ability in writing skill, especially in descriptive text. So, students' writing can be better.

c. For the Researchers

The researcher can use this research as one of the relevant studies and guide them to know more about teacher's written feedback on students writing descriptive text.