

CHAPTER I

INTRODUCTION

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

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, economics, culture, tourism of local government, science and technology and education. In education territory, English has been taught to students at Primary Schools, Junior High Schools, Senior High Schools, and Universities. But in the Primary School English subjects are not written off but indeed subjects that are not mandatory because based on the 2013 curriculum English is only a subject that is put into local content.

English has become a need in the world of education. Harmer (2004:1) states that English seems to be one of the main languages for international communication. It is one of the skill that should be mastered by Indonesian students. Indonesian students should be ready to face the globalization era that demand students to compete with other countries, therefore Indonesian students should master the skills of English. There are four skills that should be mastered in learning English, namely listening, speaking, reading, writing. Writing is one of language skills which students can express their ideas in written form. Harmer

(2004: 3) states that writing is considered as a crucial skill to be learnt especially for English as a Foreign Language Learner. It is generally assumed that writing is difficult and complex. But, as students writing is a part of daily academic activities.

In writing, there is a term called genre. Genre writing as a new approach to teaching and learning truly combines two things - the product of the writing and the way or technique or strategy of how the product is produced (Dirgeyasa :2016). In writing also, there were many kind of genre. Pardiyono (2007:2) divided genre into some kinds, the were descirption, narration, recount, news item, exposition, discussion, and procedure text, report text, and review.

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 teacher's feedback on writing recount text on the grade eight students of mts tarbiyah islamiyah hajoran

Dirgeyasa (2014:6) deals that recount text 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 structures and language features of that text. According to Pardiyono (2007:66), the generic structure of recoun 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 re-orientation 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 choronological conjunction.

Based on Competency Standard in 2013 curriculum, the students are expected to be 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 skills is adressed 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 the genres that must be achieved by the students at grade eight. Formally , recounts are sequential texts that do little more than sequences 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.

The challenge in curriculum 2013 is that students are expected to be independent. Independent in this context refers to students-centered where students are required in participating more in learning process. Therefore, the curriculum 2013 expects the students to be able to write their experiences in English well. This new curriculum had a students -centered approach and in the learning process of 2013 curriculum students should develop their skills (Syaefudin : 2008).

But, it is common that English learners usually make mistakes and errors in writing. Mistakes mean the students make a mistake in their writing accidentally for example the students write a sentence in a recount text using simple present tense, in fact the recount text is used simple past tense. Errors mean the students make a mistake in their writing intentionally because the lack of knowledge, for example sometimes the students know what they will write in Bahasa, but in English, they did not. They cannot arrange their ideas into a good sentence to make the readers understand about what they have written. Mistakes and errors are not only the problems that faced by students but also by the teacher. Teacher is the one who has to focus on their practice of the student's writing. The mistakes and errors can be fixed by provides students with feedback from the teacher. Because that feedback is not always to critic and to assess students' work but it can help the students to make good sentences or paragraphs and good feedback can motivate and encourage students in their writing.

Thorsteinsen (2010:3) states that feedback is a response given by teacher in the learning process. It can be written and spoken. Feedback can be positive effect when the students learn from the teacher's feedback. Teacher gives feedback to their students mistakes in order to help the students improved their writing and speaking skills. Chandler in Erkkila (2013:9) states that after examining the effect of students' revision of their own writings based on teacher given feedback and it was found out that over a period often weeks the accuracy of writing improved significantly more with those students who were required to correct their own errors that with those were not. Thus, feedback can help

students to get better writing. It is because the students know their mistake and learn to do better in their writing.

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.

Based on the writer's observation of teaching English at MTs Tarbiyah Islamiyah Hajoran, the English teacher states that many student hard in writing a text. Sometimes, when the teacher ask 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, because many students have lack vocabularies in writing of what in their mind into a text. Students miss some grammatical rules in writing, such as they misspelling in making sentences, they do not know about the tenses they used and they sometimes confused about what will they wrote 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 and etc. The teachers says it is difficult for them to write a text although they have learned it several times.

Based on the preliminary data observation which carried at MTs Tarbiyah Islamiyah Hajoran, the reseacher found how the teacher evaluate the students' writing on recount text.

For example : ” I eat bread last night....”

The teacher gave written feedback by circling the word ‘eat ’ and replace it into the correct one namely “ ate ” because the language feature in recount text used past tense. But some times the teacher did not give any feedback on their students’ writing. The reason because the teacher thought that by giving feedback, it will take more time to check the students’ writing.

According to Rismawati in her research in 2018 about feedback given by the teacher on students’ writing at seven grade of SMP Negeri 2 Juwiring, she stated that giving feedback on the students’ writing is important because with the feedback the students will know their mistakes on their writing and the students can change it into the correct one. She also added that feedback is not always to critic and to assess students’ work but it can help the students to make good sentences or paragraphs and good feedback can motivate and encourage students in their writing.

But the fact is giving feedback to students can make their students can revise their writing to the better one. In fact, some high proficiency students can understand more, in contradiction, low proficiency students can get difficulties in understanding about their teacher’s feedback. Because of this reality, teacher has to analyze about the students proficiency to make them understand about the feedback.

From the explanation above, this study will interest in analyzing the teacher's feedback on student's writing recount text at MTs Tarbiyah Islamiyah Hajoran at grade eight students. This study was investigated what types of feedback were used by the teacher and how the teachers giving feedback and its reason.

B. The Identification of the Problem

Based on the background of the study, the writer identified the following problems, as follows :

1. Students were difficult to write a recount text because they have lack vocabulary in writing of what they haven their mind into a text
2. Students often misinterpret some grammatical rules in writing, such as they misspelled some words in making sentences, they did not know about the use of tenses and they sometimes get confused on what they will have to write.
3. The character some did not give any feedback to the students because the teacher thought that by giving feedback, it will take more time to check it and the teacher was too lazy to check it because the teacher thought it will not make any changes to the students.

C. The Problems Formulation of the Study

The problem of will be formulated as follow:

1. What are the types of teacher's feedback on writing recount text on the grade eight students of MTs Tarbiyah Islamiyah Hajoran?
2. How does teacher give feedback on writing recount text on the grade eight students of MTs Tarbiyah Islamiyah Hajoran?

D. The Objective of the Study

Based on the problem of the study, the writer has purpose which stated as follow:

1. To investigate the types of teacher's feedback on writing recount text on the grade eight students of MTs Tarbiyah Islamiyah Hajoran
2. To explain the process of giving feedback on writing recount text on the grade eight students of MTs Tarbiyah Islamiyah Hajoran

E. The Scope of the Study

There are 2 kinds of teacher's feedback in teaching learning process namely: oral corrective feedback and written corective feedback, however in this study the reseacher only focuses in analyzing the kinds of written corrective feedback and also explain processes that are given by the teacher on students in writing recount text on the grade eight students of MTs Tarbiyah Islamiyah Hajoran

F. The Significances of the Study

This research will expect to be useful in some valuable contributions theoretically and practically, as follow:

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. For the Teacher

The findings of this study were expected to inspire the English teachers in investigating the types of feedback, which were given to the students and how the teacher gave feedback to the students appropriately.

b. For the Students

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. For the Other Researcher

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