

CHAPTER I

INTRODUCTION

A. The Background Of The Study

Language is a means to communicate in order to understand each other, either through oral or written form. Reading, Writing, Listening and Speaking, those four components are abilities that need to be discovered and mastered through students when studying English at their school. Writing has a significant role in English language teaching, where this skill is essential for expressing thoughts, feelings, and experiences in written form. Writing additionally has an critical position and most hard for students within the language studying process and this talent needs to be mastered (Husna & Multazim, 2019). Because writing is one of the language skills where students can express their ideas in the form or a writing.

Writing is a media of communication for a person who expresses language and emotions with signs and symbols (Juhelmi & Hasan, 2021). But in reality among the four skills, writing is a difficult skill to master for students nowadays, especially at the junior high school level. Because writing is an lively or effective ability, where students need to discover ways to find ideas and put them into writing. Writing involves several language additives including spelling, grammar, vocabulary, concordance, punctuation and many more. Of course there is a gap between expectations and reality.

Writing is a productive English language skill that should be mastered by students as a foreign Language learning in Indonesia for the purpose of written

communication and academic writing. (Warschauer, 2010 in Juhelmi & Hasan, 2021). Writing is a crucial skill because it is very important for academic or career success. from Rani Autila (2017) states "Writing is defined as a thinking process that includes searching for interesting inspirations, expressing ideas in the form of terms, and arranging new views and ideas in the form of paragraphs so that they are in a good order according to writing skills. projects that readers can understand." In addition, writing can be an effective tool for developing academic language skills because students must explore lexical or syntactic expressions in their written work. Writing is a means to explain our ideas to ourselves and others while preserving our personal experiences and memories (Sartika, 2022).

Therefore, the researcher decided to choose one type of text, namely recount text, as the students' writing activity in this study. A recount text is a text that tells the story of an experience or event in stages. Therefore, it is suitable and easy for junior high school students to learn and understand the grammar in recount texts. According Susanto Salawazo, (2020) states "Recount text is a text that we know reveals and tells the reader or listener about events or incidents in the past through a sequence of events." In writing a recount text, students must know the language features and general structure of the text. The general structure of a recount text consists of orientation, events, and re-orientation.

Writing skills are placed as a subject to complement the English teaching and learning process. It is necessary for people to learn and practice for the basic when they are young or when they are still students. In junior high school, writing skills are the most necessary skills for developing student competency

(Hasyimsyah Batubara, 2021) Students should be able to construct good sentences. The unity of a good sentence is a good paragraph, the unity of a good paragraph is a good text. Many students who often fail this writing test indicate that there are several errors that occur in their writing. For example, students write sentences in recount text using simple present tense, even though recount text uses simple past tense.

The writing mistakes that students make are not intentional but due to their lack of knowledge of how to write the text. Sometimes students don't know what they write in Indonesian, but when they write in English they become confused, and there is also a feeling of fear among students who are afraid of writing errors or word order in the English they use. Of course, these mistakes are not only a dilemma faced by students, but also teachers. The teacher is someone who must emphasize students' writing practice. These mistakes and mistakes can be corrected or overcome using feedback from the teacher to the students. because feedback does not always criticize and assess students' work, but can help students create good sentences or paragraphs and good feedback can motivate and encourage students to write when learning English.

Feedback is considered an essential part of assessment and error correction in students' learning (Sultana Nafisa & Yoko Nafisa Tabassum, 2021). The importance and existence of feedback in the writing classroom is not only to correct students' mistakes, but also to help students see how well they have developed their writing. According to Harmer (2007) there are 2 forms of giving feedback or you could say feedback can be in the form of pen writing and verbal.

Feedback can have a positive influence on students' learning time from the feedback provided by the teacher. The important role of feedback in student learning is clearly visible in language learning and pedagogy, including writing in English as a second or foreign language. Students benefit from ample writing practice as well as revising their drafts to produce final writing. In this process, students often rely on feedback from teachers, peers, or themselves. The feedback students receive from one source, or a combination of sources, gives them information about what is good and what needs to be improved so that they can adapt and use the feedback in their revisions and final product (Almasi, 2016). Teachers provide feedback on mistakes made by students to help students improve their writing and speaking skills. Feedback from teachers in the writing process is expected to provide significant improvement in student writing and reduce grammatical errors that occur in student writing (Kustina, 2020).

When students write their feelings and ideas into words, words into sentences, sentences into paragraphs, it takes a lot of thinking to produce good writing at the same time. This was also seen during the initial observations at the grade eight students of the SMPN 3 Medan when learning English. In writing learning, especially writing recount texts. Most students have difficulty conveying their ideas, because many students lack the vocabulary to write down what is on their minds in writing, especially in English. Students also often miss several grammatical rules in writing, such as spelling errors in producing sentences, not knowing the tenses to use, and sometimes being confused about what to write and even when arranging it into a writing.

Based on the preliminary data observation which carried at SMPN 3 Medan, the researcher determined how the teacher examine the students writing on recount text. The teacher gives written feedback through circling marking the incorrect word and replacing it with the correct word. Not only that, some students stated that oral feedback from teachers was sometimes unclear or they could not save the results of the feedback given by the teacher because they forgot. Therefore, it is was hoping that this research can investigate the best way of giving feedback by teachers to improve their writing abilities, particularly the feedback given. not only that, researchers can also check out the relationship between teacher feedback and the improvement and achievement of their writing. Therefore, the way teachers give feedback is interesting to be discussed further. Teachers can give feedback directly when students do their work or at the end of the teaching and learning process and feedback from teachers will help students avoid the same mistakes in their next writing. Of course this is related to what (Nisfu Faroha, 2016) said that written feedback from teachers can be a powerful tool to motivate students in the writing process if done well. and also written feedback from teachers has a very important role in students' writing process.

Responding to the problems described above, the researcher is interested in analysed teacher feedback on students' writing especially in writing recount texts at SMPN 3 Medan at grade eighth students. This study investigates what types of feedback are used by teachers and how teachers give feedback and why they use it. Therefore, the researcher raised the title " Teachers Feedback on Writing Recount Text at The Grade Eight Students of SMPN 3 MEDAN “

B. The Problem of Study

Based on the background above, the researcher formulated the problem statements as follows :

1. What kind of teacher written feedback use on writing recount text at the grade eight students SMP Negeri 3 Medan?
2. Why do the teacher use the kind of written feedback on writing recount text at the grade eight students SMP Negeri 3 Medan?

C. The Objective of the Study

This study aimed to find out :

1. The kind of written feedback use by the teacher on writing recount text at the grade eight students SMP Negeri 3 Medan.
2. The reason teacher use the kind written feedback on writing recount text at the grade eight students SMP Negeri 3 Medan.

D. The Scope of the Study

Because of the researcher's ability and several time limitations in this study. Firstly, the researcher only explored, or it can be said that only observed the teachers of SMP Negeri 3 Medan. Secondly, the researcher limited this study which focused on analyzing the feedback used by teachers at grade eighth on writing recount text that contained in the syllabus on 3.11 and 4.11 basic competence with the topic about a person's personal experiences and events experienced chronologically during the learning process.

E. The Significances of the Study

The findings of this study are expected to be useful and can contribute theoretically and practically:

1. Theoretically: Through this research, researchers can add new knowledge about teacher's feedback. And how it is used or applied to students' recount text writing.
2. Practically:
 - a. For teachers: Through this research, teachers can gain knowledge about the effect of feedback that they can apply to students to improve their learning abilities, especially writing and also can find the most effective way giving feedback to the students to improve their writing skills. Not only that, feedback from teachers is very influential in improving and achieving students' writing in the classroom. Feedback given by teachers can be a good tool to motivating students in their writing process.
 - b. For students: Through this research, students can improve their ability and make it easier for students to learn English so that students become enthusiastic, interactivity, meaningful and motivated to actively participate in writing tasks.
 - c. For other researcher : The findings from this research can be a basis for further research in the field of recount text writing or related topics. Other researchers can utilize these findings to detail or expand knowledge in the same or related domains.