

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Teaching English as a Foreign Language (EFL) involves four language skills; listening, reading, speaking and writing. Writing is natural outlet for the student's reflection on their speaking and reading expression. Writing means develop, explore ideas, and gather the information. Writers have responsibility to express their idea written, because the core of writing process is show writer's ideas clearly and make reader understands about it. Because of that, writer should consider many elements to make the result of writing understandable.

Writing is one of the four basic skills which are taught to the students based on "Curriculum based Educational Level (KTSP) 2006", as the follow up of the previous curriculum (curriculum based competence). Writing is an activity that combines words to form meaningful messages that the writer wants to express. In writing, the writer has to consider the number of aspects such as vocabulary, spelling, grammar, mechanics, and organization. The complexity of the writing makes writing difficult for most English learners.

At learning process, providing feedback is viewed both by teachers and students as an important part of writing instruction. One type of feedback that writing teacher provide is error correction. It is perhaps the most widely used method to responding to student writing for teacher. It represents the largest allocation of time they spend as writing instructor and for students; error

correction may be the most important component that will contribute to their success as writer. Teacher's written correction is very important to improve students writing skill. The students make some errors when they write a text. At this time, the role of teacher is very important. At Junior High School 2 Kubung the teacher gives some correction to the students about their errors that they have made. The correction given by teacher can be varied. The teacher can correct the students' errors after the students have finished their writing.

The students writing can reflect how far the students understand the grammar points that have been taught. Hughes (1986: 30) says that in intermediate low level such as the third year students of Junior High School; make basic error in grammar, word choice, punctuation, spelling in the formation of the sentence paragraph. One way to know the students mastery of the grammar is by giving them writing exercise to the students. The exercises they have done can be used as reflection of the students' mastery of the grammar in writing.

Since students' beliefs about the written error correction are crucial importance to the success or failure of their efforts to master a foreign language (Rifkin 2000: 394) in Ping Wang (2010) and their juxtaposition with teacher's beliefs highlight areas of conflict, pedagogical implications assume paramount importance. Bada and Okan (2000) in Ping Wang (2010) argue that many teachers acknowledge the need to understand students' preferences, but may not actually consult learners in planning language classroom activities.

This may be for a number of reasons. According to the relevant literature on error-correction (Harmer, 2000: 149), the following techniques are generally practiced by teachers of English to correct students' writing: Overall correction: The teacher corrects all mistakes and provide the correct versions; Error correction codes: The teacher underlines mistakes and uses a code to indicate the nature of the error. For instance, the teacher may use the S to refer to wrong spelling, WW for wrong word, and the like; Peer correction: It is a technique where learners correct each other's work, rather than the teacher doing this; Self-correction: The students themselves, rather than the teacher or their peers, correct their own work.

Based on the preliminary research that researcher saw in state Junior High School 2 Kubung, in checking grammar at the students writing, the teacher usually gives score, but there are no any comments and correction will raise students negative sense of the teaching scoring. The students do not know what the aspects of criteria are given by the teachers to give the score. The lack of correction in students writing make the students do not know their mistakes.

There are many forms of error correction that teacher uses on students' writing in State Junior High School 2 Kubung. One of them, the teacher gives students written exercises or tasks, however the student works are not provided with sufficient feedback, like written correction. The teacher only gives check list and sign of the students' work. Another problem is the teacher does not know what criteria of correct should she gives in correcting students

writing. According to the teacher, to give correction take a lot time to correcting their writing, sometimes the students do not understand the teacher correction, some students find it hard to understand the correction the teacher have made in their writing.

Prayitno in susanti (2004: 2) says that giving score or mark on students' writing without explicitly commentate on their mistakes does not provide significant impact to the improvement of students writing. The lack of correction students written work makes the students did not know their mistakes.

According to Ronald Gray (2000) ideally as a teacher it is better to give correction to the student's grammatical errors in writing. It can be done by writing comments or suggestions in the margin. Sometimes it can be done by underlining the misspelling words or error sentences in students' writing. This way will help students to understand their grammar error in writing. Finally, the teacher can give numerical marks like 7, 8, 9 or alphabetical gradessuch as A, B, C and D.

If a teacher points out to student's grammatical error, the students will understand the mistake they have made, learn from it, and their ability to write accurately will improve. It is also widely felt that if teachers do not correct their students' grammatical mistake, and it will become very difficult to later eliminate these errors. Studies have shown these arguments to be incorrect.

Due to the problem above, giving written correction on students writing is important. Written correction is one form of feedback from which

students know where they have made mistakes and errors. The correction given are used as feedback and information for them for the next writing. The students should receive feedback on their work to improve the quality of the work. Without giving feedback , the students can not improve their skill and do not know their progress.

Related to the phenomenon above, the writer is interested in doing the research about **“An Analysis of Teacher’s Written Feedback in English As a Foreign Language Instruction at State Junior High School 2 Kubung”**. In this study, the writer wants to make sure whether the teacher’s written feedback influences the first year students grammar mastery in writing descriptive text at state Junior High School 2 Kubung.

## **B. Identification of the Problem**

Based on the problem above, the identification of problem on this research found that the teachers do not give sufficient feedback especially the written correction. In teacher written correction. The teacher has to view the writing from several aspects. There are number of technique that should be considered correction students’ writing. The written correction technique will make students know about their mistake. Giving score or mark on students’ writing without explicitly commentate on their mistakes does not provide significant impact to the improvement of students writing. The lack of correction students’ written work makes the students did not know their mistakes.

In contrary, researcher found some forms of teachers' correction on students writing in Junior High School 2 Kubung. The first the teacher just gives the students mark without some comment. Second, the teacher does not know what criteria of correction in writing. Third, the teacher gives students written exercises or tasks, however the students works are not provided with sufficient feedback, like written correction. Fourth, the teacher only gives check list and sign of the students' work. Fifth, teacher does not know what criteria of correct should she give in correcting students writing, sometimes the students do not understand the teacher correction, some students find it hard to understand the correction the teacher have made in their writing. This phenomenon makes students do not accustomed to do writing task because they do not understand what kind of mistakes they have done in writing descriptive text. Ideally does not contain mark, but also reinforcement, correction with some comments as the information for the students and then remedial teaching.

### **C. Limitation of the Study**

Based on identification of the problem above, the researcher only limits the study to focus on teacher's feedbacks, especially in students writing. The researcher wants to analyze the teachers' feedback toward the students writing which is applied by English teacher in teaching writing at eight grade in State Junior High School 2 Kubung.

#### **D. Research Questions**

The research questions of the research are:

1. What components of writing do the teachers address the feedback in the students' writing?
2. What is the students' response to the teacher' feedback?

#### **E. Purposes of the Study**

The purpose of the study is:

1. To analyze a component of writing that the teacher addressed in her feedbacks
2. To describe the students' response to the teacher' feedback

#### **F. Significance of the Problem**

This research gives a contribution to the teacher and the students. The result of this research can give information and make the contribution to the researcher about teacher written feedback with the used of teachers' written correction, it can improve students writing ability to make good sentence, paragraph, how it was important to build a good sentence and structure in order to be easily to understand by the reader. Therefore, this study is useful to know whether the teacher's written feedback effects to the firstyear students grammar mastery in writing descriptive text.

#### **G. Definition of the Key Terms**

In order to make the readers have the same perception with this research is better to present the key term as following:

*Analysis* : Is an activity to seek about something of an event or a thing to get the parts and their connection in the writing.

*Teacher's written Feedback* : Teacher's written feedback as any comments, questions or error corrections that are written on students' assignments.

*Students written assignment* : The works or exercises done by the students in written form such as: making a short paragraph and making sentences.

