

CHAPTER I

INTRODUCTION

This study is intended to discuss about background of the study, research problem, objective of the study, significance of the study, and definition of terms.

A. Background of the Study

Feedback is a classroom process that has been under the researchers' microscopes since the last two decades.¹ Consistently, many researchers have found that when teachers effectively utilize feedback procedures, they positively impact the achievement of their students in constructing the text.² In the 1990s, when the process approach was widely adopted in the American context, the focus of teacher feedback was broadened to include composition issues such as idea development, organization, and content, in addition to grammar.³

Teacher feedback is a standard method used by most teachers to provide guidance in revising students' writing. In many other important and influential approaches to writing, in fact, for most writing teachers, teacher feedback is the most preferred and common form of feedback⁴ and its effectiveness has been

¹Fatemeh Nematzadeh and Hossein Siahpoosh, "The Effect of Teacher Direct and Indirect Feedback on Iranian Intermediate EFL Learners' Written Performance", *Journal of Applied Linguistics and Language Learning*, 2017, Vol. 3 (2), p. 110.

²Ali Jamalinesari, Farahnaz Rahimib, Hsbib Gowharyb and Akbar Azizifar, "The Effects of Teacher-Written Direct vs. Indirect Feedback on Students' Writing", *LINELT*, 11-13 December 2014, p. 117.

³Sookyung Cho, "Writing Teacher Views on Teacher Feedback: A Shift from Grammar Corrector to Motivator", *The Journal of Asia Tefl*, 2015, Vol. 12 (3), p. 35-36.

⁴Dana R. Ferris, *Response to Student Writing Implications for Second Language Students*, (California: Lawrence Erlbaum Associates, Inc, 2003), p. 38.

investigated over the last twenty years, but it is still not possible to make tough conclusions about which options are the most beneficial to EFL learners.⁵

There are many recent previous studies that discussed about variation of teacher feedback. The focus of discussion on matter such as the power of corrective feedback,⁶ effect of corrective feedback,⁷ treatment of error,⁸ the advantages and disadvantages,⁹ problem/solution-oriented metadiscourse,¹⁰ and the nature.¹¹

The importance of L2 learners' writing development is not deniable. Since one more important technique of communication is writing, it has come to be seen as a critical language skill to be developed in second language teaching.¹² There are several studies employing the use of teacher feedback on student errors have been conducted to determine its effect on student writing accuracy with variable results. The study such as, 60 German foreign language, 52 students in New Zealand and 92 students in the United States shows that there was strong relationship between teacher feedback and successful students' writing revision

⁵Fateme Nematzadeh and Hossein Siahpoosh, "The Effect of Teacher Direct and Indirect Feedback on Iranian Intermediate EFL Learners' Written Performance", *Journal of Applied Linguistics and Language Learning*, 2017, Vol. 3 (2), p. 111.

⁶John Hattie and Helen Timperley, "The Power of Feedback", *Review of Educational Research*, 2007, Vol.77 (1), p. 1.

⁷Ilham Qosayere, "The Effect of Grammar Correction on Students' Writing". *International Interdisciplinary Journal of Education*, 2015, Vol. 4 (1), p. 258.

⁸Dana R. Ferris, *Treatment of Error in Second Language Student Writing*. (Michigan: The University of Michigan Press, 2011), p. 1.

⁹Maryam Bijami, Seyyed Hosein Kashef and Maryam Sharafi, "Peer Feedback in Learning English Writing: Advantages and Disadvantages", *Journal of Studies in Education*, 2013, Vol. 3 (4), p. 91.

¹⁰Annelie Adel, "Problem/Solution-Oriented Metadiscourse in Teacher Feedback on Student Writing", *English for Specific Purposes*, 2016, Vol. 1 (2), p. 54.

¹¹Melissa M. Patchan, Christian D. Schunn and Richard J. Correnti, "The Nature of Feedback: How Peer Feedback Features Affect Students' Implementation Rate and Quality of Revisions", *Journal of Educational Psychology*, 2016, Vol. 1 (1), p. 1.

¹²Annelie Adel, "Problem/Solution-Oriented Metadiscourse in Teacher Feedback on Student Writing", *English for Specific Purposes*, 2016, Vol. 1 (2), p. 55.

on the drafts of their essays.¹³ However, many researchers have been researched about teacher feedback in Indonesia, such as a study that involving students in Cinangka, Jogonalan and Surakarta shows the better performed of students' writing through teacher feedback that given to revise students' essay.¹⁴

On the other hand, for teacher feedback research itself is still lacking in Kendari especially in IAIN Kendari. The researcher had done a preliminary class observation in Southeast Sulawesi especially at grade X IPA 2 in SMA N 1 Kendari. The researcher found that the students' writing skill was low. Several of students there could not produce some kinds of written texts. They got difficulties when they were asked to write a paragraph. When they wrote some sentences, many grammatical mistakes and mechanic errors were found in their writing.

Regarding the problems faced by the students' in SMA N 1 Kendari in writing skill, it needs to change the condition into the better one. There have been many studies conducted to improve the students' writing skill. One of the ways to improve the students' writing skill is through teacher feedback because teacher feedback has improved our understanding of the role feedback plays in student revision.¹⁵

¹³ Fatemeh Nematzadeh and Hossein Siahpoosh, "The Effect of Teacher Direct and Indirect Feedback on Iranian Intermediate EFL Learners' Written Performance", *Journal of Applied Linguistics and Language Learning*, 2017, Vol. 3 (2), p. 111-112.

¹⁴ Asep Suarman, "The Effect of Feedback on Student's Writing Accuracy", *ELTIN Journal*, 2013, Vol. 1 (1), p. 47.

¹⁵ Sookyung Cho, "Writing Teacher Views on Teacher Feedback: A Shift from Grammar Corrector to Motivator", *The Journal of Asia Tefl*, 2015, Vol. 12 (3), p. 34.

B. Scope of the Study

This research was held to find out and solve the problem of the students' lack in writing. It will be focused on mechanic error in recount text it was chosen as data collection in 10th grade MIPA 2 at SMAN 1 Kendari. This research does not look at other errors. This research conducted in the level of senior high school. The research focused on the progress of the students' writing skill. Teacher is used as the teaching technique to improve student's ability in writing.

C. Research Question

In an attempt to contribute to the body of knowledge in background of the study, this study will focus on the following questions as:

1. What types of teacher feedback used by the researcher in improving students' writing?
2. How does teacher feedback improve students' writing in 10th grade MIPA 2 at SMAN 1 Kendari?

D. Purposes of the Study

Based on the research questions, this present study have two aims formulated as in the following.

1. To describe what types of teacher feedback that the researcher use in improving students' writing.
2. To describe students' improvement through teacher feedback in their writing in 10th grade MIPA 2 at SMAN 1 Kendari.

E. Significance of the Study

This study offers some important insights into a number of aspects as in following:

1. Theoretical benefit

The result of this study can be used as guidance or references for who want to conduct a research in improving students' writing skill through teacher feedback in recount text based.

2. Practical benefits

The result of this study can give positive impacts for all level of academic society as in the following:

This research will help the writing skill of the students especially in recount text. Through teacher feedback, they can improve their skill in writing and the can learn to reduce the mistake in their writing. Therefore, the will not do the same mistake in the next time.

For the teacher, this study provides some information and also a model in implementing the teacher feedback which is used to correct the students' writing. This study can be used as a reference, guidance or approach in giving students feedback in the writing learning process.

The third is provides some information about the process of teaching writing. The result of this study can be used as a reference or an inspiration to conduct a similar study in a different field

The last, this research will be helpful for institution of IAIN Kendari to improve and can give assistance to the English students especially in English education department.

F. Definition of Key Terms

For the purpose of this study, the terms defined as writing is a significant skill in language production. Its significance increases when it comes to writing in English language.¹⁶ He believes that the writing must be cohesive, logical, clearly structured, interesting and properly organized with a wide range of vocabulary and mastery of conventions in mechanics. This study defines writing as an activity in arranging words, phrases, and sentences that structured both grammatically and ideas or purpose.

In this review, feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding.¹⁷ This study defines teacher feedback as comments given by teachers about students' writing to empower their performance in writing accuracy as well as the response provided by the teachers for the students' writing.

¹⁶Muhammad Fareed, Almas Ashraf and Muhammad Bilal, "ESL Learners' Writing Skills: Problems, Factors and Suggestions", *Education and Social Sciences*, 2016, Vol. 4 (2), p. 81.

¹⁷John Hattie and Helen Timperley, "The Power of Feedback", *Review of Educational Research*, 2007, Vol. 77 (1), p. 81.