

CHAPTER I

INTRODUCTION

A. Background of the Research

Writing is one of four skills that must be mastered by English learners. Richard and Renandya (2002: 303) proposed that writing skill is very important to be learned by learners, because based on their study if the learners can master writing skill, they can produce and organize their ideas through their writing. Stated by (Harsyaf et al : 2009) that writing skill is the most complicated skill to be learned. In the other hand, the students usually feel difficult to choose the suitable word or sentence and finally they write incorrect word in their writing, one of the way to make the students' know about their errors is through the feedback given by the teacher. Unfortunately, teachers often find it difficult to decide which feedback that is effective to be used. The researcher could know this information after conduct pre-interview with two English teachers confirmed by process of reading through some sources. For that reason this study hopefully could help the English teachers to provide feedback to their students due to their own constraints.

Teachers' feedback is important to the students because it is one of the learning processes in teaching in order to enhance their target language skills. Furthermore, according to Brookhart (2008: 2), feedback can be powerful if done well, and effective feedback gives students the information that they need so that they can understand where they are in their learning and what to do next. In correcting students' error in writing, teacher can use oral and written feedback. Oral feedbacks that usually used are explicit correction, recast, clarification request, metalinguistic feedback, and repetition. Explicit correction is when the students made their error in utterance, the teacher

immediately showing that students' sentence was incorrect then the teacher presents the correct sentences. Recast is when the students' utterance contains incorrect form or error, the teacher designating that students' utterance was error, then the teacher states the students' mistakes and the teacher gave the correct form. Clarification request is the teacher gave some repetition or rearrange students' utterance because in the students' communication was incorrect or has not been accepted by the teacher, so the teacher should give the reformulation. Metalinguistic feedback is the teachers' response to the students' utterance, but the teacher is not serving the correct form, the teacher usually propose questions or supply comments related the students' utterance. Repetition is the teacher's responses when the students' utterance contained a mistake and the teacher immediately accustom intonation to attract the students' attention in order to confirm that students' utterance was incorrect. In written feedback, it is divided into direct and indirect corrective feedback Direct corrective feedback given by the teacher by supplying accurate correction form for students in order to justify the students' mistakes in written. Indirect corrective feedback is done when the teacher just gives crosswise, underlying and circling to indicate that the students' written is incorrect.

There are many researchers conducted a study related to this study. The first study conducted by Abdulhalim's (2016) showed that the teacher used several feedback that are direct feedback, indirect feedback, and commentary feedback to respond to students' writing errors. The other study is done by Sanja's (2016), the result of his study show that EFL students receive almost all corrective feedback types except for repetition and clarification requests. It can also be concluded that recast and elicitation as ways of correcting oral errors are the most commonly used feedback types. Regarding written feedback, they use both direct and indirect ways of

correcting the students' mistakes and their correction can be both focused and unfocused. Rohmawati (2018) showed that the English teachers implemented oral and written corrective feedback in teaching learning process. In operating oral feedback, the teacher used five types, these were: explicit correction, recast, clarification request, metalinguistic feedback, and repetition. While in written feedback the teacher used direct feedback, and indirect feedback which was encoded feedback to correct the students' assignments. The result of the study showed that the dominant type of corrective feedback that used by teacher in oral corrective feedback was explicit correction, the result is 41%, and in written, teacher most used direct corrective feedback to corrected students' assignments, was about 81%.

Those previous studies above were about feedback used by teacher in teaching learning process. But from each previous study has different point. The differences are the problem statements, the subject of the research, and setting of the research. In the previous studies above, the objectives of research are focused on the types and implementation of corrective feedback by the teacher but in those study don't mention the reason of why the teacher use such feedback as known there's nothing happen without reason, so to know the reason is important. Comparing to this study, the researcher interested in investigating the types of corrective feedback used by teacher, the reasons why do the teacher choose such feedback and the impacts of having such feedback for both teachers and students.

The researcher interested in investigating the types of the teacher's feedback on the students' writing at MTsN 1 Trenggalek because this school is different from the other school, one of it is the school policies and the teachers' attitude that make the students being responsible to themselves which successfully make them able to achieve various achievement whether inside or outside of the region. The students in this school are known as the

students who are diligent, obedient, and disciplined. It is proved by the newest achievements they received by winning English Olympiad 2019 which 200 students from inside and outside region of Trenggalek were participated.

B. Statements of Research Problems

Based on the background of the study above, the research problem in this research are:

1. What are the types of feedback given by the teacher on the students' writing at MTsN 1 Trenggalek?
2. Why does the teacher give such feedback on the students' writing?
3. What are the importance of having such feedback for students and teacher?

C. Objectives of the Research

1. To describe the types of feedback given by the teacher to students' writing at MTs N 1 Trenggalek.
2. To analyze the teacher's reasons for giving those feedback on the students' writing.
3. To analyze the importance of having such feedback for both teacher and students.

D. Significance of the Research

Analyzing teacher's ways of giving feedback in students' writing descriptive text, this study is expected to make certain contributions to the related populations including the teacher, students and researchers of the same subjects.

1. The study would help teachers to promote the ideal feedback provided in the writing descriptive text. Moreover, by noticing students' difficulties in

receiving feedback and their preferences in getting feedback, the teacher could make suitable changes to meet the need of students in writing.

2. The study may serve as the foundation based on which further related research would be carried out. Particularly, future research could be made better after the limitations of the study are considered.

E. Scope and Limitation of the Study

This study concentrates on the types of feedback given by the teacher on the students' writing, not feedback on other language skills.

F. Definitions of Key Terms

1. Feedback

Feedback is a process in which learners make sense of information about their performance and use it to enhance the quality of their work or learning strategies. In this study, feedback is given by the teachers towards students' writing. This feedback can be done in oral or written feedback to make the students know about their mistakes. Oral feedback as one of many communication forms where students receive feedback from their teacher who either corrects them implicitly or explicitly or asks them to clarify what they say. Written feedback involves feedback given to the students' written work. This type of feedback is usually not immediate and the teacher has time to think about how to give feedback and on what.

2. Types of Feedback

There are six types of oral feedback. The first one is explicit correction that is happen when the students made their error in utterance, the teacher immediately showing that students' sentence was incorrect then the teacher presents the correct answer. Recast is when the students' utterance contains incorrect form or error, the teacher designating that students' utterance was error, then the teacher states the students' mistakes and the teacher gave the correct form. Clarification request is when the teacher

gave some repetition or rearrange students' utterance because in the students' communication was incorrect or has not been accepted by the teacher, so the teacher should give the reformulation. Metalinguistic feedback is the teachers' response to the students' utterance, but the teacher is not serving the correct form, the teacher usually propose questions or supply comments related the students' utterance. Elicitation is another form of oral feedback that it is used directly to elicit the correct form from the student. The teacher can pause to let the student "fill in the blank", or use a question to elicit the correct form, or even ask student store formulate their utterance. The last one is repetition that is the teacher's responses when the students' utterance contained a mistake and the teacher immediately accustom intonation to attract the students' attention in order to confirm that students' utterance was incorrect.

There are two types of written feedback that are direct and indirect feedback. Direct feedback means that the teacher provides the students with the correct form of their error or mistakes, and involves crossing out of word, phrase, or morpheme and providing the correct form. Indirect feedback in written form includes underlining or circling the error. This method gives opportunity to the students to identify and correct the error.

3. Writing

Writing is the representation of language in a textual form through the use of a set of signs or symbols. Writing is the ability to arrange the graphic system such as letters, words, and sentences in the language being used in order that the reader can understand the message and information intended. In this study, writing is an activity that is done by the students on MTsN 1 Trenggalek based on their performance in learning process in the class also the assignment given by their teacher.