

CHAPTER 1

INTRODUCTION

This chapter presents: (1) background, (2) research problem, (3) research objective, (4) significance of the study

1.1 Background

English has many functions for the human beings. Firstly, English is as a media for studying because in this era many books use English. According to Lauder (2008), a large proportion of scientific papers published in all subjects are in English. Secondly, English is a means of communication especially for exchanging information. Hussain (2005) says that much of the world's communication is done in English. 80% of the world's electronically stored information is in English. In summary, English is used in various parts of life around the world specifically in education and information tool.

In Indonesia, English is considered as the part of education. There were two evidences that English is the education part in Indonesia. Firstly, English is one of compulsory subjects to Indonesian's learners required to be mastered. According to Mapiase and Sihes (2011), English is a compulsory subject in the schools of Indonesia. It is legalized by the Department of National Education of the Republic of Indonesia and it has been recently implemented that English is studied from elementary to high schools in the country. Secondly, English is a subject that is taught

from elementary to college. Gitawati (2010) states that the Indonesia's government through The Department of National Education has decided English as one of the school subjects that is taught from elementary schools to university (as cited in Mandasari, 2016, p. 2). Thus, it indicates that English is much needed to be learned and the Indonesian government cares about the development of the students in learning English.

As the matter of fact, there are some reason why we must learn English, and to learn it. First, the four basic skill activities should be learnt in the language classroom because they give many valuable purposes. They give learners support, opportunities to create, contexts in which to use the language for exchanges of real information, evidence of their own ability (proof of learning) and, most important confidence. Second, the four basic skills have to connect to each other. Aydogan and Akbarov (2014) explain that the four basic skills have to be learnt by English learners because they are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message. (as cited in Saputra and Marzulina, 2015, p.2). Thus, in learning English, learners need to learn the four skills because all of them are important to have good English language performance.

In learning English, there are four skills have to be mastered by students, namely skills are reading, speaking, writing, and listening . Khameis supported that these four language skills appear together in English class naturally (as cited in

Herlina & Holandyah, 2016,p.108). Writing is one of the basic skills of the language, there are some definitions about the writing. First of all, writing is learning the students think the process and also writing produce the product, According to White and Arnt (1991), writing is thinking process which demands intellectual effort, and it involves generating ideas, planning, goal setting, monitoring, evaluating what is going to be written as well as what has been written, and using language for expressing exact meaning (as cited in Komariyah, 2015. p. 1). Then, writing can reinforce students' writing achievement. According to Kellog (2008), writing can hand up to reinforce grammatical structure, to increase student's vocabulary, and to support the other language skills (as cited in Javed, Juan& Nazli, 2013, p.3). Therefore, writing skills are the process of produce the product that can improve student's abilities.

In writing process, teachers have the method to improve the student's writing skill, that is teacher's written feedback. Here, there are two definitions of teacher's written feedback. First, teacher's written feedback is such an assessment of student's writing made by the teacher. According to Mack (2009), teacher's written feedback is any comment, questions, or incorrect writing assignment made by teacher . These feedback can be given in the form such as questions, incorrect content, and praises (as cited Razali& Jupri, 2014, p.11). In addition, the teacher's feedback as the teacher's tool to give the suggestion for student. Mack (2009) defines teacher written feedback as any comment, questions, or error corrections that are written on students'

assignment. It means that, teacher's written feedback is a judgment for student's writing . In short, the definition of teacher's feedback is when the teacher correct, comment, or asses the students wrong written task.

Furthermore, in the activity of writing feedback can give the student's motivation and development their writing assignment. Here, there are some advantages of teacher's written feedback. First, teacher's written feedback give a main role for the students improvements. According to Hyland (2003), teacher's written feedback give the contribution towards to control process in writing class, when the students could be aware their writing mistakes. Next, writing feedback is good for students' writing improvement. Graham and Herbet (2011) state that giving feedback appropriately and in such a way can help students to consistently improve their writing skills (as cited in Alvira, 2016. p. 80). To conclude, teachers' written feedback is one of the most important strategies to make students have a good ability in writing .

Teacher's written feedback refers to written responses provided by teacher to the students writing. According to Ferris (2002), there are two types of teacher's written feedback: direct written feedback and indirect teacher's written feedback. The direct feedback is, when the teacher gives the direct correct like add the sentences after teacher correctly student's writing . meanwhile, indirect feedback is a requiring the students to figure out their error and edit it independently. Moreover , indirect feedback also divided into two types namely; coded feedback and uncoded feedback.

Coded feedback points to the exact location of an error. The type of error involved is indicated with code. Bitchener (2005) state that uncoded feedback is the teacher's way to give the feedback by underlining or circling student's error or mistake. Then, they are asked to correct it by themselves.

In the teacher's written feedback do not discussed about the types but also there are the categories of written feedback. The categories it is divided into two categories namely surface level and content level feedback. According to Ferris (2002), teacher's written feedback includes surface level feedback which focuses on words choice, spelling, grammar, and punctuation. In contrast, feedback which focused on the content of writing and organization of ideas is called content of level feedback . In conclusion in this research also focus about the surface level and content level feedback.

According to the fact above, it proofs that written feedback by the teachers is necessary for the writing development. And also it can given the motivation for the students to revise their writing assignment to be better and also give the information from the teachers about types, categories feedback and also student's responses toward the feedback. The preliminary studies also showed that teachers at SMK Nurul Iman Palembang taught the writing feedback in learning process. Teacher gives the feedback to the students after they does the written task. Teachers' written feedback will be very useful research and hopefully it becomes reflection in teaching and learning English of SMK Nurul Iman Palembang. The teacher will feel

that the feedback can help them in teaching skill especially in giving feedback of the student's written task. Then, for the students themselves they will be easy to know the fault in writing activities.

Regarding the fact stated previously, there was some previous related studies to this matter. First, the result of study conducted by Ambar (2017) found that 60% of students gave responses to the teacher written feedback in the case of asking the reason why his/her answers were wrong, while 40% of students did not give response to the teacher written feedback because she/he felt nervous and felt afraid to speak up. More than 80% of student's have the problem in responding teacher written feedback because of less understanding with the feedback that teachers have given. Razali & Jupri (2014) showed that teacher written feedback holds an influence on students revisions. However results also show that teacher written feedback did not necessarily lead to successful revisions. Third, the result of study conducted by Rahmawati (2013) found that the percentage of direct feedback is bigger than indirect feedback. Some students state that they prefer direct written feedback in the form of direct. However, some students state that they want feedback in the form of indirect because they realize when they get direct feedback.

Those previous studies, preliminary and my experience during my teaching practice became an important role in designing this research, and the circumstances had brought clear consideration to my study to analyze further. Therefore, I want to analyze the teacher's written feedback in students written task and their responses.

This research could give a huge impact for people, whether for the students, for the English teachers and the others further researchers. Based in the description above, I am interested in conducting a research entitled **“Teacher’s written feedback in student’s written task and their responses: a study at the eleventh grade of Smk Nurul Iman Palembang”**

1.2. Problems of the study

Based on the background, the research problems are formulated in the following questions:

1. Was there any types and categories of teacher’s written feedback found at SMK Nurul Iman Palembang?
2. How are the students’ responses towards the teachers’ written feedback at SMK Nurul Iman Palembang?

1.3. Objective of the Research

In accordance with the problems above, the objectives of the study are:

1. To find out the types and categories of teacher’s written feedback found at SMK Nurul Iman Palembang.
2. To know and to describe students’ responses towards teacher’s written feedback at SMK Nurul Iman Palembang

1.4. Significance of the study

I believe that this study can give valuable input and contribution to some parties. As the first for the English teacher, this research would provided teacher

with a clear description of feedback on writing, especially how the students perceive and interpretation the feedback given. Hopefully, after knowing the result of this research, the teacher will improve their technique in giving feedback. Secondly for student, the students will improve their writing by having a clearer perception about the teacher's written feedback. Thirdly, for me as the researcher, this research will give the information about teacher's written feedback and add my knowledge as a pre-service teacher by enlarging my understanding about what the student's perception about teacher's feedback. The last for the other researchers. I hope that this study can inspire other researchers to organize the same research about teacher's written feedback or other topics related to enrich the existing study.

