

CHAPTER I

INTRODUCTION

1.1 Background of Study

Writing is regarded as a skill that aids in the development of oral language. Unlike speaking, writing is an accomplishment that can permanently save words and ideas on paper, stone, or in a computer file. Among listening, speaking, and reading skills, writing is considered the most difficult skill to master for several reasons. Naturally, students master speaking skills first, rather than writing skills. So speaking is an ability that can be learned and owned by everyone while the ability to write is only owned by a few people (Alwasilah, 2003).

Writing is considered the most difficult language skill for foreign language learner, because writing requires components to be considered when someone writes, namely content, organization, vocabulary, language use, and punctuation (Brown, 2004). According to Meyers (2005) writers are required to be able to communicate all ideas, and understand the language structure and vocabulary of a language. However, this writing skill cannot be achieved in a short way, but by being developed through practice and exercises in stages that take quite a long time.

The use of English in writing is still a problem for most Indonesian students, as well as many other students who study English as a foreign language. Many students struggle to express their ideas in writing. Students in primary and secondary school should be able to write simple sentences or paragraphs correctly

and grammatically, but they still make mistakes when writing sentences or paragraphs.

In writing exercises and practices, a teacher plays a very important role as someone who evaluates student work or as someone who provides corrections and input on student work. Teacher's feedback on students' writing is essential since it can reduce errors in writing and assist them in writing good sentences or paragraphs. Evans & Waring (2020) argue that through corrective feedback on writing, teachers can help students improve their writing skills because they are able to know their mistakes in writing.

Because students frequently lack confidence in their ability to write, it is critical for teachers to assign a variety of writing assignments so that students become accustomed to writing practice, enjoy practicing writing a composition, and ultimately improve students' writing skills. Furthermore, due to students' lack of knowledge on how to write a good composition, it is necessary for teachers to provide feedback when their students write a composition to ensure that what they write conveys their intended messages and that it has achieved the characteristic of good writing. According to Muncie (in Wulandari, 2007), feedback is essential for writers. Teachers must provide feedback during the writing process to help students improve their writing skills so that they can produce their composition with minimal errors and maximum clarity.

Teachers can give corrections and evaluations as the feedback that are used to help students improve their writing skills. According to Xu Shao (2015) corrective feedback is a term that is often used in the world of education, that is

generally given when a student makes something in writing or speech and requires a response from the teacher or friend. Similarly, the opinion of Sheen (2011) states that writing corrective feedback is a way for teachers to involve their students in improving their writing and speech. By providing this method the teacher provides feedback where students can improve writing results gradually, and can also make students' writing develop and be more creative.

Some researches concern about investigating the effect of the type of feedback on class control and class treatment. For example, Jamalinesari et al., (2015) said that the indirect feedback class is more shows improvement than the direct feedback class. Then, in Kisnanto (2016) result, the writer concludes that direct feedback helps student's university improve their writing. Those investigations are important, but the way teachers provide feedback in the class is important too. By investigating how teachers provide the feedback, we can know how they are applying the type of feedback in the class, such as indirect or direct feedback, written or oral feedback.

Teachers must be able to use appropriate feedback in the class, so feedback can help students improve their writing abilities. How teachers deliver feedback is very important to students, so students can understand the feedback and revise the assignment. Therefore, the way teachers provide feedback determines the student's ability to reflect and revise their error.

Based on the results of pre-research conducted by researcher in several junior high schools in Jeruklegi District, Cilacap, it is known that students lack knowledge and experience in connecting ideas. This is due to the lack of students'

knowledge to use proper composition in the text, such as grammar, punctuation, organization of ideas and diction.

Based on the description above, the researcher intends to conduct a descriptive study on teachers' types of feedback, and the students' motivation in writing activities.

1.2 The Research Questions

The problems investigated in this study are formulated as follows:

- 1.2.1 What types of feedback do teachers give on students' recount text writing?
- 1.2.2 What are the students' opinion on their motivation in writing activity after being given feedback by the teachers?

1.3 The Objective of Study

Based on the research questions, there are three objective studies that the researcher wants to find out:

- 1.3.1 The types teachers' feedback on students' writing.
- 1.3.2 The students' opinion on their motivation in writing activities after being given feedback by the teachers.

1.4 Contribution of the Study

This study has theoretical and practical implications. Theoretically, the findings of this study can contribute to the study of feedback and writing errors. Furthermore, the findings should inspire further research into teacher written feedback or other feedback-related topics to enrich the existing research.

Practically, this study has some advantages for English learners and teachers. For teachers, hopefully, knowing about this research will help them improve their feedback techniques. For learners, hopefully, after learning about this research, English learners will understand the mistakes that frequently occur in their writing and will learn about them, as well as improve their writing ability with feedback.

1.5 Definition of Key Terms

In order to avoid misunderstanding and misinterpretation on the content of the study, the researcher defines the following key terms:

- a. *Feedback in writing* means teacher's response towards students' writing. It can be oral or written response, direct or indirect, immediate or delayed, focus on form or content and be done by teacher or peer.
- b. *Recount text* is a text which retells the past events, that has sequence series of events. Recount text which is involved in the study is about personal recount.
- c. *Motivation* means students' desire that causes them to take action and achieve goals. In this case students' motivation in writing recount text.

1.6 Organization of the Study

a. CHAPTER I

This chapter presents the background of the study, research questions, objective and contribution of the study, definition of key terms and organization of the study.

b. CHAPTER II

This chapter presents the result of the researcher's search on theories or related research studies on similar field. It provides the readers theories which they need to comprehend this present study.

c. CHAPTER III

This chapter presents an explicit description on the research emthodology. In this session, there would be research design, research setting, research participant and sample, data collection technique, data analysis technique, and data validity.

d. CHAPTER IV

This chapter presents the result of the research and the discussion of the research findings.

e. CHAPTER V

This chapter elaborates the research interpretation in form of conclusion and suggestion in accordance to the research findings