

CHAPTER I

INTRODUCTION

A. Background of Research

Writing is one of the competences in mastering English as a foreign language. Moreover, this language is the first foreign language in Indonesia and it must be learned by the students from elementary school up to university level. In studying this language, writing competence also has an essential role for communication because communication is not always in the spoken form but it can also be in the written form. Through writing, people can share their ideas, thoughts and they can express their feelings. Writing is used in the form of newspapers, articles or even short messages when they share their information, ideas and so forth. That is why writing skill is very important, play a large role and can determine people's overall competency, academic achievement or other achievements in other activities. Therefore, this competence must be mastered by students to develop their English language competences further.

Writing competence is one of competences that is difficult to be mastered by the students. It is because they must express their ideas and thoughts in the written form. It is not same as other competences such as listening, reading and speaking. Therefore, English teachers must have some effective strategies for teaching writing to make teaching writing process is easy and effective. On the other hand, it can make the students able to master this competence.

One of the strategies is giving feedback to students' writing. There are many types of giving feedback to the students' writing. In this research, the researcher used one of them that is teacher's direct feedback. It is one of types in written corrective feedback that will be used to teach writing. In this type, feedback will be given to the students' writing directly with the correct form. At the same time when the teachers give the feedback to the students' writing, they will know which is the correct and incorrect form. Not only that, but the students also know the problem of their writing and they will correct their mistakes by giving the feedback. According to Syamsir (2016:23), direct feedback is an efficient way for writing class in which the students will have corrective feedback in their writing. It is because the teacher can correct the students' writing and give the feedback directly. Then, the students can get the correct form from the teacher. Therefore, it is very important to the teachers give feedback in students' writing.

In Junior High School, there is a short functional text that requires the students to express their daily life context. Moreover, it is difficult to the students in grade eight to write some kinds of text. As it was reported in Kompas in Utami (2012:2) that many Indonesian students can not write some texts.

According to syllabus for grade eight students in the second semester, there are some short functional texts that should be learned by the students. One of the texts is recount text, in this text the students must write a simple recount text based on their daily life. This text is a text which retells events or

experiences in the past for entertaining, informing, or reflecting the readers. In writing this text there are generic structure, social function and language feature that should be learned by the students. In addition, the ability of the students in grade eight to write a recount text is difficult enough. Therefore, English teachers should have a strategy for teaching writing such as giving feedback in their writing.

Based on explanation above, it is important to study the effectiveness of teacher's direct feedback in teaching writing class. Therefore, in this study chose topic about "The effectiveness of teacher's direct feedback for teaching writing". This study was an experiment research involved the students in SMP 2 Sokaraja on eighth grade and English teacher.

B. Reasons for Choosing the Topic

There are many reasons for choosing the topic in of this research namely:

1. Writing is an important part to be learned and mastered in English language learning.
2. Teacher's direct feedback plays an essential role in student's writing competence progress.

C. The problem of research

Based on the background of this research, the problem will be researched in this research is: Is conducting teacher's direct feedback effective in teaching writing at eighth grade in junior high school?.

D. The Aim of the Research

Based on the research topic, the aim of this research is to find out whether teacher's direct feedback is effective in teaching writing or not for eighth grade students of junior high school.

E. Contribution of the Research

The writer hopes that this research can provide beneficial and be useful in teaching learning process, especially for:

1. The teacher

This research provides information about teacher's direct feedback for teaching writing. Additionally, the feedback can be applied as an alternative strategy in teaching writing.

2. The reader

This research will give some information for the readers about teacher's direct feedback. The readers can apply this feedback as one of strategies in teaching writing.

3. The other researchers

For the other researchers who want to conduct this research, this research will give some information of that.