

CHAPTER I

INTRODUCTION

This chapter consists of the background, research questions, purpose of the research and research objectives, the significances of the research, rationale and previous studies.

A. Background

Writing is another activity of communication to express the ideas, to inform and explain something that should be known by others. According to Nunan (2003:88), writing is the work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. It means that writing is an activity to express the ideas of someone which is used to communicate with others. In teaching writing, teachers have to give feedback to students writing to correct their mistakes or errors. According to Cole (2006:9), it is any response to a writer on his/her work that help him/her write more, better, and be happier.

The issue of a teacher responding to students' writing became significant when process - writing approach was introduced in 1970s (Ferris, 2003). This is mainly because this approach in the writing process is treated as equally important as the end of product. Teacher written feedback proposed by Hyland and Hyland (2001) is in the form of praise, criticism, and suggestion. According to them all of these three forms can be used together to make teachers written feedback the most effective. Sincere praise is normally to soften criticism and suggestion's, praise

can also enhance student's motivation and a good relationship between teacher and students in writing class in the study of Razaly and Jupri (2014). These three forms of written feedback when being used appropriately can result in a satisfying improvement in students written assignments.

Feedback on writing plays an important role in the teaching of writing skills as it does in all educational fields. Feedback is vital in just about all learning contexts (Race, 2001). Teacher feedback is probably the most common way to support students during the critical period of application of their recently acquired knowledge, a moment when they lack enough understanding to know if they are executing it correctly (Borup, West, & Thomas, 2015). Feedback is effective if students act on it to improve their future work and learning. Gibbs and Simpson (2004) suggest that this is most likely if feedback: is frequent, timely, sufficient and detailed enough; can be linked to the purpose of the assessment task and criteria; is understandable, given the students' level of sophistication; and focuses on learning rather than marks by relating explicitly to future work and tasks. The significance of teachers' written feedback in the writing process is acquiesced by both teachers and students (Montgomery & Baker, 2007).

This research focuses on written feedback in writing skill. Writing is important for student to develop their skill in learning English as a foreign language. In preliminary observation, the ten of grade at SMA Khz Musthofa Sukamanah Tasikmalaya, this research found that many students are having problems such as: student's lack of vocabulary and lack of grammatical

knowledge. These reasons are that the students usually get difficulties in starting their writing. It is possible caused by lack of feedback from their teacher.

Based on the condition above, an analysis on the effect of teacher's written feedback is conducted. This research proposes teacher's written feedback to solve the problems in writing descriptive text. One of the feedback that can be used is a teacher written feedback. It is expected that teacher will be able to motivate the students to learn the materials, pay attention to the lesson and make them not to get bored. According to Hyland and Hyland (2006) feedback is commonly seen as crucial for both encouraging and consolidating learning. Hence, the providing of feedback in the students writing encourages the students to revise the errors and finally have a better writer. Moreover, Williams (2003) claims that written feedback is an essential aspect of English language writing activity.

Subsequently, several researches have been conducted on written feedback. First, the research conducted by Ali Jamalinesari (2014) shows The Effects of Teacher-Written Direct vs. Indirect Feedback on Students' Writing. Second, the research conducted by Grami Mohammad A. Grami (2005) explains the effect of teachers Written Feedback on ESL students' perception. Third, the research conducted by Linnéa Thorsteinsen (2010) explains An interview study of the usage of written feedback in English education The student's and the teacher's points of view.

Hence, this research is different from the previous researches. It aims to implement the teacher written feedback at SMA Khz Musthofa Sukamanah and its contribution to the effective EFL Classroom. Departing From the description of

this background, a research under the title: **THE IMPLEMENTATION OF TEACHER WRITTEN FEEDBACK ON STUDENTS' DESCRIPTIVE TEXT WRITING.**

B. Research Question

1. How is teacher written feedback implemented in English writing lesson in the ten grade of junior high school?
2. What are the students' responses to the teacher written feedback given to their English writing?

C. Purpose of the research

From the research question above, this study is aimed at obtaining two following objectives:

1. To find out how teacher written feedback is implemented in English writing lesson in the ten grade students of senior high school.
2. To find out the students' responses to the teacher written feedback given to their English writing.

D. Significances of the research

The study is significant at least in three areas including theory, practice, and professional aspects. Theoretically, the result of this study can increase the ability to write, particularly, the teacher and the students. Practically, this research can provide an alternative way to improve ability to write. In addition, by the use of feedback, it increases the students' ability in understanding writing.

Professionally, this study is also expected to the teacher to be creative in giving feedback to the student written, to engage the students in writing ability.

E. Rationale

According to Hyland and Hyland (2006), teacher's written feedback is designed to carry a heavy informational load, offering commentary on the form and content of a text to encourage students to develop their writing and consolidate their learning. It means that the teacher conducts information to the students' text. There, the teacher comments on the content and form of the text. As stated by Glasson (2009) that effective written feedback always indicates what the students has done well and what still need to be done, and provides advice as to how the students can improve. In this case, the teacher checks the students' assignment and gives comment and suggestion to something that needed for them. There are categories in providing teacher's written feedback. They are direct and indirect feedback. Giving feedback that is appropriate with students want and the material are not being easy thing for the teachers. The teacher should consider the effect of their feedback on students' writing.

Different types of teacher's feedback refer to the different strategies in providing feedback. In this study teacher feedback is divided according to the degrees of explicitness of error correction. There are three different types of teacher feedback used in the study. These are (1) direct feedback; (2) coded feedback; and (3) uncoded feedback. 1. Direct feedback in the literature of error correction, the similar kind of direct feedback can be referred to direct correction (Chandler, 2003), Corrective feedback (Lalande, 1982), form-focused feedback

(correction) (Fazio, 2001) and overt correction (Lee, 2004). According to Ferris (2002), direct feedback refers to teacher providing correct linguistic form for students (e.g. word, morpheme, phrase, rewritten sentence, deleted word [s] or morpheme [s]) (p. 19). Example of direct feedback: (Talkative) I dont like Supha because she is ~~speak non stop.~~

2. Coded feedback is a type of indirect feedback (Ferris, 2002) and can be referred to error identification (Lee, 2004) in which occurs when the teacher explicitly indicates that errors have been committed and provides a brief explanation without any correction and leaves it to the student to correct by themselves. In this study, a code sheet containing codes of error types, their definitions, and examples of errors were provided while a teacher gave coded feedback to the students. Example of coded feedback: I drive very fast to the university yesterday.

3. Uncoded feedback- As opposed to coded feedback, it can be referred to error location (Ferris, 2002). The teacher simply locates an error by circling it, underlining it (Lee, 2004), highlighting it, or putting a checkmark in the margin. This feedback is more complicated in that students correct their errors by identifying them and use their acquired knowledge to selfcorrect such errors. Example of uncoded feedback: There are many dog in this house.

Direct feedback is the teacher written feedback where the teacher gives the correct form on students' writing. According to Hyland and Hyland (2006:83), direct feedback may take various forms, including crossing out an unnecessary word, phrase, or morpheme; inserting a missing word or morpheme; or writing the correct word or form near the erroneous form (e.g., above it or in the margin). From this theory, direct feedback; the teacher inserts or writes the missing of word, phrase, form, or morpheme besides crossing its. Then, it is supported by Ferries (2011:31) that when instructors provide the correct linguistic form for students-word, morpheme, phrase, rewritten sentence, deleted word (s) or morpheme (s) - this referred to as direct feedback. The students, who pay attention to the feedback, will be easy to them in making correction. They can correct directly the error or the mistake which are appropriate with the correct form by the teacher.

Indirect feedback is teacher written feedback where the teacher indicates the error on students' writing without give the correct form. According to Hyland and Hyland (2006:83), indirect feedback occurs when the teacher indicates in some way that an error has been made- by means of underline, circle, code, or other mark. It is known that, indirect feedback; the teacher just indicates the error by an underline, circle, code, or other mark. Ferries (2011:31) supports that indirect feedback, on the other hand, occurs when the teacher indicates that an error has been made but leaves it to the student writer to solve it problem and correct the error. From these theories, indirect feedback; the teacher leaves the students to solve their writing that is indicated error. The teacher just puts the error code without supplying the correct form.

F. Previous Studies

Subsequently, several researches have been conducted on written feedback. First, the research conducted by Ali Jamalinesari (2014) shows The Effects of Teacher-Written Direct vs. Indirect Feedback on Students' Writing. This study investigated the effectiveness and efficacy of teacher's direct vs. indirect feedback on students' composition writings in an EFL context. Two classes (each class consisting of 10 students) of female intermediate students in a private English language learning institute were given writing assignments for ten class sessions. The students in every class provided with either direct or indirect feedback. The results were recorded and later analyzed. The data revealed that the class with indirect feedback improved better compared to the class with direct feedback. Moreover, the study has insights and implications for teachers.

The second, the research is conducted by Dwi Elis Sulistianingsih (2017) This study examines the teacher's written feedback on students' writing (a descriptive study at one public junior high school in Bandung). The objective of this study is to find out the strategies of feedback employed by the teacher in giving written feedback on students' writing. Also, it intends to see the students' responses to teacher's written feedback on their writing. It employed a descriptive case study, involving an English teacher who taught thirty five students at one of public junior high school in Bandung. The data were gathered from classroom observation, students' document collection, questionnaire and interviews. The obtained data were mainly analyzed based on Ferris (2003), Ferris (2006) and Hedge (1998) explaining the theory of strategies in providing written feedback. The findings showed that the teacher's written feedback enhances students' writing in term of grammar and mechanics of writing, the enhancement was influenced by teacher's direct and indirect feedback. In direct

feedback strategy, the students understand their mistakes and know what and how they have to do to revise their own mistakes. Meanwhile, in indirect feedback strategy, the teacher provided feedback by giving commentary and symbols on his students' writing. In indirect feedback, symbols were more frequently employed by the teacher on students' writing. Students also responded positively to the feedback provided by the teacher since feedback helped them to write better in the future. In conclusion, feedback from the teacher is an essential aspect for students in helping them make a better writing. However, for the sake of clarity and understanding, it is also important for teachers to pay attention on the forms of feedback given.

Third, the research conducted by Linnéa Thorsteinsen (2010) focuses on An interview study of the usage of written feedback in English education from The students' and the teachers' points of view. This paper is a study of written feedback in English teaching in an upper secondary school. The research is a comparative study of the teachers' and the student's experiences working with written feedback. The method for this study is qualitative and involves interviews of four teachers' and four student'. The results' of the study reveal that written feedback is individually adapted and used when assignment are finished. Students who are interested and motivated to learn English are provided with more feedback. Written feedback is combined with oral feedback to make sure the feedback is understood.

This current research is different from those previous one. It is about the implementation of teachers' written feedback on students' descriptive text writing. It is conducted to ten grade students' of SMA Khz Musthofa Sukamanah Tasikmalaya. The research is qualitative study and focuses on direct and indirect feedback in descriptive writing.