

CHAPTER I

INTRODUCTION

A. Background of the Study

Today, English is one of subject matters learned by students that are given at any educational level, such as elementary, intermediate and upper intermediate level. The study of English occupies an important role in our educational curriculum. It covers four language skills that must be mastered if someone wants to be successful in English, namely listening, speaking, reading, and writing.

Like the other language skills, writing has important roles in the context of English teaching as a foreign language in Indonesia. Writing is a means of communication is demanded. It is learner's need which cannot be neglected in the era of high competition. It means that student should be equipped with writing skills necessary for their future. They should be trained to write in English in order to be skillful writers. Written language is frequently used in the publication such as book, newspaper, magazine and literary work. It shows how important mastering writing skill is. For that reason, students should master writing skill.

The objective of learning writing is to produce the kinds of written text. To produce a good writing product, the writer should follow various classroom activities involving some steps applied in writing process. Brown (1994) in Fauziati (2008 :144) distinguish for steps of writing : prewriting ,

drafting, revising, and editing. A more detailed account and stages of writing has been proposed by White and Arndt (1991) in Fauziati (2008 : 144) who argue that stages in process of writing include generating ideas, focusing, structuring, drafting, evaluating, and reviewing, which all interact recursively. Besides, there are many aspects that must be mastered by students to write well. According to Leki (1996) in Fauziati (2008 : 142) writing activity means to catch the grammar, spelling, and punctuation error. The writer must be able to organize ideas, to construct the sentences, to use punctuation and spelling well, and to arrange their writing into cohesive and coherent paragraph.

In this study, the researcher is interested in researching descriptive genre as one of the types of genre implemented in teaching writing. Descriptive is one of genres which vividly portrays a person, place or thing in such a way that the reader can visualize the topic and enter into the writer's experience (Beare, 2009:24).

In this research, the writer observes teaching learning process in SMP N 1 Sragen. As the school with good predicate in Sragen, the students must be excellent, especially in writing skills. In teaching writing descriptive text, the teacher provides a descriptive text to be read by the students. After they read and comprehend the text given, the teacher asks the students to make a descriptive text with the same topic. After that, the teacher gives correction to their students' work and then gives it again to the students. Then, the students revise their own works based on the teacher correction. Kinds of correction, surely, will make the students build a good arrangement in sentence directly

too. According to Fauziati (2008: 146), since the teacher's role is as a facilitator, the classroom would be arranged in a manner of workshop, where students can work in pair, or group. The students, therefore, eventually realize that writing generally requires many drafts and revisions to get ideas into a form of writing so that, the role of the teacher as facilitator can function well by giving corrective feedback to the students writing errors.

Based on the writer's observation by interview to the teacher who teaches in class 8C at SMP N 1 Sragen, the use of feedback technique in teaching writing descriptive text can improve their students writing skill. It is because descriptive text has been taught to the students in the second grade of the first semester. So, the teacher only reviews the material. It means that that the teacher can identify the students difficulties by knowing their errors. Besides, it is very helpful for the students because they know their errors. In the other hands, in implementing this technique, the teacher also needs to research the material this is not understood yet by the students. In teacher corrective feedback, students are asked to write a descriptive text that is the students are asked to describe their favorite artist. The students may do it in a group consisting of 3 until 4 students then continued by doing it individually. After they finish writing, they submit their work to the teacher and then corrected by the teacher. The teacher corrects the students writing by giving positive and negative feedback. Positive feedback is done by the teacher by writing the correct one of the error. While the negative feedback is done by giving note to students' error. After it is corrected, the students may revise and

consult it to their teacher. After that, they submit again their writing to the teacher. For the next day, the teacher will ask the students again to make descriptive text about their family so that they can master well the material of writing descriptive genre.

Based on the explanation above, the researcher chooses one topic for her research to know the problem faced by the teacher in applying and the advantages of teacher feedback technique in teaching descriptive text for the students. The researcher takes a title **“THE TEACHER’S FEEDBACK TECHNIQUE IN TEACHING DESCRIPTIVE TEXT AT THE SECOND YEAR OF SMP N 1 SRAGEN”**. The research hopes the result of this research can improve knowledge of teaching strategies for the teacher and also give benefit to the education in this country.

B. Problem Statement

Based on the background of the study above, the writer formulated the problem as follows :

1. What are the teacher feedback techniques used in teaching writing descriptive text?
2. What are the students responses of the teaching writing descriptive text using teacher feedback?
3. What are the problems faced by the teacher in teaching writing descriptive text using teacher feedback at the second year of SMP N 1 Sragen?

C. Scope of the Study

The researcher is going to focus feedback on the descriptive texts written study and analyze the teacher feedback technique applied by the English teacher in teaching writing at the second year students of SMP N 1 Sragen to improve the students ability in writing descriptive text.

D. Objective of the Study

The writer has some objectives dealing with the problem statement above, they are :

1. Describing the teacher feedback to improve the student's ability in writing descriptive text.
2. Describing the students responses of the teaching writing descriptive text using teaching feedback.
3. Describing the problems faced by the teacher in teaching descriptive text using teaching feedback at the second year students of SMP N 1 Sragen.

E. Significance of the Study

The Significance of the study is :

1. Theoretical Significance
 - a. To improve teaching learning process in English as foreign language.
 - b. To improve the method used by English teacher to build the students composition knowledge in writing.

2. Practical Significance

- a. The result will help the teacher to solve their problem faced in writing class.
- b. The result will help the student to write correctly, and increase their writing skill.
- c. The result will give information to the readers.

F. Research Paper Organization

In writing this paper, to make it easy to follow, the writer divides the research paper into five chapters and the organization is as follows:

Chapter I is Introduction presenting Background of the Study, problem statement, Limitation of the Study, Objective of the Study, and Research Paper Organization.

Chapter II concerns Review of Related Literature that covers previous study, Notion of Writing, Notion of Descriptive text, Principles of teaching writing, Notion of Teacher feedback, Types of Teacher Feedback Technique, Teacher's Role in Teaching Writing.

Chapter III is Research Method consisting of Type of the Research, Subject of the Study, Object of the Study, Data and Data Source, Method of Collecting Data, and Technique for Analyzing Data.

Chapter IV consists of Research Findings and Discussion of the Research.

Chapter V is Conclusion and Suggestion.