

CHAPTER I

INTRODUCTION

A. Background of the Study

Every nation in the world has different way in communication by using different media. There are several ways in communication such as sign, signal, gestures, and languages. But now, language becomes a medium which is used to communicate in the world. People use language to contact another person, directly by using written and spoken language. There are many languages can be used to communicate. One of popular international languages that can be used to communicate is English.

As an international language, English has an important role in human life. However, more and more people need to learn English to make relation between one country and other country for business, culture, tourism, and other interest. English became one of subject materials learned by students at any educational level. The study of English occupies an important role in our educational curriculum. It covers four language skills that should be mastered, namely listening, speaking, reading, and writing. Listening and speaking belongs to productive aspects, while reading and writing skills belongs to receptive aspects.

As one of language skills, writing is a useful tool for discovering and thinking (Walvoord, 1985: 1). Writing expresses ideas, feelings, and phenomenon. It has purpose to communicate between writer and reader about the idea and knowledge of the writer. So, writing expresses the idea and reaction about phenomenon from the writer. From the reason, writing skill is important for the development of English language.

Nowadays, English teaching learning process used the genre of text. It should be learned at all grade of school, especially in junior high school and senior high school. It has been implemented at the school based on curriculum as the main tool in English language learning. The arrangement of curriculum is based on the genre based approach especially for writing skill. Genre is the

type of text that has social function to make the effectively. There are thirteen kinds of genre used in the school, namely narrative, recount, anecdote, spoof, descriptive, report, review, procedure, explanation, discussion, news items, exposition, and hortatory. In relation with the research, the researcher takes a genre of descriptive text because the descriptive text is the easiest genre to understand, and we can use objects that exist around, like a picture to be described.

Teachers often give the assessment for the students. One of the weaknesses in giving score is teachers tend to give score to the students in the form of numbers, but they do not give any feedback. So, the students do not know their mistakes in writing. The teacher should give the students feedback while giving them score, in order that the students know their mistake, so they can repair it.

In this research, the researcher observes the teacher feedback technique in teaching descriptive text to the eight grade students of SMP N 2 Banyudono. SMP N 2 Banyudono is located at Jembungan, Banyudono, Boyolali. The school was built in 1976. As one of the favorite schools in Banyudono, the students must be mastering English, especially in writing skill. This school has many infrastructures to support learning process especially for English learning process. The school has five English teachers. The school has one language laboratory to support English learning activities.

Based on the phenomenon, the researcher is interested in making research entitled “THE TEACHER’S FEEDBACK TECHNIQUE IN TEACHING DESCRIPTIVE TEXT TO THE EIGHT GRADE STUDENTS OF SMP N 2 BANYUDONO IN 2016/2017 ACADEMIC YEAR”.

B. Problem Statement

Based on the background of the study above, the problems that are going to be discussed in the research as follows:

1. What are the teacher feedback techniques used in teaching writing descriptive text to the eight grade students of SMP N 2 Banyudono?

2. What are the problems faced by the teacher in teaching writing descriptive text using teacher feedback technique to the eight grade students of SMP N 2 Banyudono?

C. Objective of the Study

Based on the problem statement above, the researcher formulates objective of the study as follows:

1. To describe the teacher feedback techniques used in teaching writing descriptive text to the eight grade students of SMP N 2 Banyudono.
2. To describe the problem faced by the teacher in teaching descriptive text using teacher feedback technique to the eight grade students of SMP N 2 Banyudono.

D. Limitation of the Study

The researcher limited the study only to analyze the teacher's feedback technique and technique applied on the descriptive text by the English teacher in teaching writing to the eight grade students of SMP N 2 Banyudono to develop the students ability in writing descriptive text.

E. Significance of the Study

The researcher hopes that the research can give the benefit both the teoretical and for the practical research.

1. Theoretical Significance

The researcher hopes that this research can improve teaching learning process in English as foreign language, and improve the method used by English teacher to build the students composition knowledge in writing.

2. Practical Significance

- a. For the students, the researcher hopes that this research can help the students to write correctly, and increase their writing skill in the eight grade students.
- b. For the teacher, this research can give reference of information about teacher's feedback technique in teaching descriptive text in the eight grade students.
- c. For the other researcher, the result of the research gives knowledge about the teacher's feedback technique in teaching writing descriptive text in the eight grade students.

F. Research Paper Organization

In writing this paper, the researcher divides the research paper into five chapters in order to make the reader easily understand about the research. The following shows the content of the research paper.

Chapter I is Introduction, which consists of Background of the Study, Problem Statement, Objectives of the Study, Limitation of the Study, Benefit of the Study, and Research Paper Organization.

Chapter II is Review, which focuses on related literature that covers Previous Study, Notion of Teaching, Principles of Teaching Writing, Teacher's Role in Teaching Writing, Notion of Teacher Corrective Feedback Technique, Type of Corrective Feedback, The Use of Teacher Corrective Feedback on Teaching Writing Skill, Descriptive Text.

Chapter III is Research Method, which presents 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 is Research Finding and Discussion of the Research.

Chapter V is Conclusion and Suggestion.