

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Writing is one of four skills that must be learned by the students when they are in primary and secondary school. In writing activity, especially in primary school students should be able to make simple sentences or paragraph correctly and grammatically but they still do some mistakes when they write the sentences or paragraph as study work that is given by the teachers. Mastan & Maroof (2014:1) suggested that writing is difficult skill to learn by the students. So, the teachers try to give feedback to the students on their writing, in order they will know their mistakes in writing.

Teachers' feedback is important to the students because it is one of the learning process in teaching. Feedback is also needed by the students because it can decrease students' error in writing and it can help them to make good sentences or paragraph. Teachers' feedback can be given by oral or written feedback depending to the teachers. According to Brookhart (2008:1) feedback is important component of formative assessment process. Formative assessment gives the information to the teachers and the students about how students are doing relative to the classroom learning goals.

In SMP Negeri 2 Juwiring, feedback was given by the teacher after the students finished writing simple sentences. Based on the observation, teacher asked the students to make simple sentences. After the students finished doing their work, they collected the worksheet to the teacher. The teacher corrected the students' work by circling error words, adding or omitting some words which were wrong and ungrammaticall. After that, the teacher gave the assignments back to the students with purpose that students would know their mistake in writing simple sentences. So, the researcher wants to find out about feedback given by the teacher on students' writing at SMP Negeri 2 Juwiring and finding out the students' responses toward the feedback.

In correcting students' error in writing, the teachers can use corrective feedback such as, direct, unfocused, and metalinguistic (Rajagopal, 2015:38). Mollestad & Hu (2016:22) stated that giving positive feedback is also needed to motivate the students in their writing. Teachers will give positive comments to arouse and strengthen the students' positive feeling to make a better paragraph (Erkkila, 2013:16). Teachers can provide effective feedback by adhering to four principles such as, it is focusing on the process rather than the product, engaging students' mind, ensuring students' positive feelings, and expanding students' language and ideas (Wen, 2013:428-429).

In this research, the researcher wants to find out of how the teacher gives the feedback on students' writing at the seventh grade of SMP Negeri 2 Juwiring especially in A class and how is the students' responses in accepting teacher's feedback. So, the researcher takes the title of FEEDBACK GIVEN BY THE TEACHER ON STUDENTS' WRITING AT THE SEVENTH GRADE OF SMP NEGERI 2 JUWIRING because it is appropriate with the research that will be observed and it is also an interesting topic.

## **B. Limitation of the Study**

The limitation of this research is limited to the types of teacher's feedback on students' writing at the seventh grade of A class of SMP Negeri 2 Juwiring and students in accepting the feedback by asking to the teacher.

## **C. Problem of Statement**

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

1. What are the types of feedback given by the teacher on students' writing at the seventh grade of A class of SMP Negeri 2 Juwiring?
2. How do students respond toward the feedback?

#### **D. Objective of the Study**

Based on the problem statements above, this particular study aimed at finding out:

1. Types of feedback that are given by the teacher on students' writing at the seventh grade of A class of SMP Negeri 2 Juwiring.
2. Students' responses toward the feedback.

#### **E. Significance of the Study**

The result of the study is expected to be used theoretically and practically:

##### 1. Theoretically

The result of the study is to make teacher having kind of method to correct students' error in writing.

##### 2. Practically

- For the teachers

The result of this study is as reference to the teachers in giving the feedback on students' writing at the seventh grade.

- For the readers

The result of this study is to widen readers' knowledge about feedback given by the teacher on students' writing at the seventh grade. And the students' responses toward teachers' feedback.

- For other researchers

The result of this study is as references for other researchers who have the same topic about teacher's feedback on students' writing.

#### **F. Research Paper Organization**

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

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

Chapter II is Review of Related Literature, which consists of Previous Study, Underlying Theory and Theoretical Framework.

Chapter III is Research Method, which presents Type of the Research, Object of the Research, Research Participant, Data and Data Source, Technique of Collecting Data, Technique for Analyzing Data, and Technique for Checking the Credibility of Data.

Chapter IV is Research Finding and Discussion.

Chapter V is Conclusion, Pedagogical Implication, and Suggestion.