

CHAPTER I

INTRODUCTION

This chapter consisted of background of the study, problem of the study, objectives of the study, hypothesis of study, significance of the study, scope and limitation, variables of the study, definition of the key term and framework of the discussion.

A. Background of Study

Writing is one of the important ways to expressing people's thoughts, and communicating ideas and views to others. Some have the innate ability to put their thoughts into words. Writing is more beneficial, specifically for those who are emotional, and do not express verbally. This tool allows them to express their ideas, thoughts or existing mental condition, which otherwise, may not be possible. People express themselves by writing novels, short stories, biographies, and even personal diaries.

Written expression is a crucial part of communication and critical thinking. For high school students, developing strong writing skills not only helps their high school grades but also prepares them for their academic and professional futures.

Fauziati states that as one of four language skills, writing has always occupied a place in most English language course. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes. English department students especially need to learn to write and to prepare themselves for the final academic assignment thesis

writing. Thus, in terms of students' needs, writing occupies an equal role with the other language skills.¹

Although, writing is very important, it is a difficult subject especially for the student. The reason is because writing is a mixture of idea, vocabulary and grammar; according to Heaton that writing skill is more complex and difficult to teaching, requiring, and mastering, because of difficulties of writing, some efforts have been done to solve the problem. The main objective is to make writing become easier to learn for the students.²

Feedback is an essential component of any English language writing course. Ur defines feedback as information that is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance.³

Besides, there are some kinds of text in English, such as exposition, argumentative, description and narration. Each text has different characteristics. There are generic social function, structure and lexicon grammatical features. Usually the students can differentiate each text from another and they mix all kinds of texts. This was be a challenge for the teacher to find out how the student can distinguish each kind of text from another.

¹Endang Fauziati, *Teaching of English As A Foreign Language (TEFL)*, Surakarta: Muhammadiyah University Press, 200, p. 147.

²J. B. Heaton, *writing English Language test*, united stated of America, Longman Group UK Limited, 1987, p.134.

³ Napaporn Srichanyachon, *Teacher Written Feedback for L2 Learners' Writing Development*. *Silpakorn University Journal of Sosial Science, Humanities, and Art*. Thailand: Bangkok University, vol 12 (1), 2012, p. 2

In SMA-N 1 Katingan Tengah, writing is one of the skill subjects that are learned by students in the first, second and third years grade students.

In this study, the study chose recount text as a students' genre problem in writing activity that needs to be improved. According to syllabus of SMA-N 1 Katingan Tengah, this kind of text is taught at the second grade of senior high school in the first term.

Anyhow, the problem of students' ability in writing was how to write appropriately. The problem will be solved by trying to find another strategy for teaching writing in order to make an effective learning writing process. It is supposed to help students' writing, so it can increase their writing. Meanwhile, the main objective was to make the writing become easier to learn for the students.

This study was concerned on **The Effectiveness of Teacher Feedback Technique Toward Students' Ability in Writing Recount Text at SMA-N 1 Katingan Tengah.**

B. Problem Of the Study

The problem of this study: Does using teacher feedback technique give effect toward the students' ability in writing recount text at the tenth grade of SMA-N 1 Katingan Tengah

C. Objectives of the Study

To measure the solutions given by the teacher improving writing student's ability using teacher feedback technique.

D. Hypothesis of the Study

Hypothesis was temporary statement of research product: it was a research product that were be carried out.

1. Alternative hypothesis (Ha):

The used of teacher feedback technique gives effect to improve students' ability in writing recount text at the tenth Grade of SMA-N 1 Katingan Tengah

2. Null Hypothesis (Ho):

The use of teacher feedback technique does not give effect to improve students' ability in writing recount text at the tenth Grade of SMA-N 1 Katingan Tengah

E. Significances of the Study.

This study has theoretical and practical significances: Theoretically: this study enables up to understand more about the uses of teacher feedback technique in teaching learning process that can be used to improved the quality of the writing recount text text.

Practically: the study was as the alternative way to improve the students' ability in writing recount text at SMA-N 1 Katingan Tengah, as one of alternative technique that can be used by English teacher in teaching writing of recount text, and as contribution for those who want to used teacher feedback strategy in teaching learning process.

F. Scope and Limitation

In avoiding the deviations from the topic, this research were observed the integrated skills in teaching learning process of teaching writing by teacher feedback technique and the problem faced by the teacher based on the implementation writing student's used in the classroom of English lessons at the tenth grade students of SMA-N 1 Katingan Tengah. The study would focus on the teaching writing of recount text at the first semester 2016/2017 academic years. Recount is refers to personal recount, because it is retelling personal activity. In this case, the study should have ability to organize the idea to make their writing be systematically, and the reader interesting on their writing. The scope in this study would done with investigated the effect of material, especially the effect of teacher feedback technique in learningrecount text. The study would limit the students' ability improvement in writing recount text gutter teacher feedback technique.

G. Variables of The Study

Variable is a typical that might fifer from individual to entity to entity or from group to group. When one variable affects a second variable, the first variable is called an independent variable, and the second is called a dependent variable.⁴ Following them:

⁴David Nunan, *Research Methods in Language Learning*, New York: Cambridge University Press, 1992, p. 232-233.

1. The independent variable of study (X) is teacher feedback technique that is used in writing recount text
2. The dependent variable of the study (Y) is the students' score in writing recount text.

H. Definition of Key Term

1. The effect size is a measure of the strength of the relationship between two variables shown by the difference between two means calculated that has been gotten after treatment.⁵ In this study means, the effect of using teacher feedback technique toward students' ability in writing recount text.
2. Teacher feedback to highlight their grammatical errors, some reveal that they also want teachers to give them feedback on the content and ideas in their writing.⁶ In this study means, when giving feedback on student errors, writing teachers should also give students comments on their content and provide several tips on how to improve their writing.
3. Writing ability is a series of related text-making activities: generating, arranging and developing ideas in sentences: drafting, shaping, rereading the text, editing, and revising.⁷ In this study means, student to write the final draft based on member's comments, suggestions, and revisions.

⁵Donald Ary, Lucy Cheser Jacobs and Asqar Razavieh, *Introduction to Research in Education*, New York: Wadsworth Cengage Learning, 2010, p. 640.

⁶ Napaporn Srichanyachon, Teacher Written Feedback for L2 Learners' Writing Development. *Silpakorn University Journal of Sosial Science, Humanities, and Art.* Thailand: Bangkok University, vol 12 (1), 2012, p. 10

⁷Sabarun, Improving Writing Ability Through Cooperative Learning Strategy, *Journal On English As A Foreign Language*. Palangka Raya: STAIN Palangka Raya, vol 1 (1), 2011, p. 41,44

4. Recount text is text that retell about a story, experience, and other. Recount text use simple past tense or past perfect tense in its phrase. Recount text retell about past event. Recount text use adverbs of time, for example : when, one day, once upon a time, last holiday , after, before, and other. its very easy to different recount text from another text. you can make *recount text* from your story. in the recount text we will not get “is” or “are” in the phrase but it will change to “was” or “were”. usually in *recount text*, the subject is I, or the name of human.⁸ Recount in this study refers to personal recount, because it is retelling personal activity, which makes them easy to express their mind.

I. Framework Of The Discussion

The framework of the discussion of this study can be drawn as follows:

Chapter I: Introduction, that consisted of the backgroud of the study, the formulatsion of the problem, the objectives of the study, the significances of the study, scope and limitatio, definition of key terms, research method, and the framework of the discussion

Chapter II:Review of related to literature consisted of previous studies, teaching, English teaching learning, four basic langauge skills, integrate language skills, whole language teaching-learning.

⁸Rugayamanan, 2012. *Definition of Recount, Report, Narrative, Descriptive and Procedure Text*.(online)<https://rugayamanan.wordpress.com/2012/12/08/definition-of-recount-report-narrative-descriptive-and-procedure-text/> accessed on April 01 2015 at 22.00 pm

Chapter III: Research method that consists of research type, research design, population and sample, research instrument, data collection, and data analysis.

Chapter IV: Research finding and discussion which covers the data presentation, the analysis result, and discussion.

Chapter V: Closing covers conclusion and suggestion.