**CHAPTER 1**

**INTRODUCTION**

1. **Background**

Writing is the one of important skills to be mastered by people. People always write on their work or their education. In their work, they always make materials for presentation to their client. Moreover, when they are looking for a job and when they want work in the company or the other work place, they must make a Curriculum Vitae and etc. In the education, students always have the duties from teacher or lecturer to make some dialogue, texts even an essay. In the university, for the old student, when they will finish their education, they must make a work scientific to pass the education in university. And an essay is the one of prepare or requirement for students to follow the scholarship in abroad. In addition, the writing skill is needed by people around the world.

But in fact, writing is very complex and the most difficult skill for some people and students. When they are writing a text to be writing product is not simple. It needs a long time to be writing product because they have to be mastered vocabulary, grammar, structure, and word choice correctly. Also, they should face the writing process such as pre - writing, writing and rewriting and its take a long time.

In the practice, when students write a text, they often make mistakes such as an errors grammatical, errors structure, or using words incorrectly. That is why writing is the most difficult skill by almost students. When those are happens, students need the correction or feedback by teacher to improve the students’ writing skill to be better.

In writing skill, there are some aspects that should be mastered such as vocabulary, grammar, structure, and word choice. But, for students it takes a long time to understand it. Therefore, when students write a text, there are some errors writing in their task. Due to this fact, teacher should use the different approach for every student to correction the students’ task based on their error. There is a way that can be use by teacher to give correction on students’ work, it is teacher feedback.

Teacher is the important agents that can encourage the students to increase their ability in the classroom when learning process. Teacher is the one of an agent which holding the successful activity in learning process. In this study, researcher will focus on the teacher activity when giving feedback to their students. According to Hattie and Timperley, feedback is “conceptualized as information provided by an agent (e.g. teacher, peer, book, parent, self, experience) regarding aspect of one’s performance or understanding.”[[1]](#footnote-2) So the aim of giving feedback is to improve the students’ performance because agent always giving correction on every activities.

In other word, feedback is the activity to give correction and suggestion on students’ work to improve the students’ understanding or performance. In learning process, feedback is the teacher’ activity to help the students’ problem in every subject of English study such as giving respond, correction on every students’ work to make students understand more about the materials. Also, teacher can give correction more details about the students’ error with explanation to the students what is the weakness and strength of the students. And teacher can give the motivation to the students to build their confidence to write in English without the scare to make mistake.

Based on interview with the teacher at MA Al-Inayah, there are some problems in English Learning especially on Writing. First, students’ interest on English is poor. It just a few students that interested to English study. Second, students do not use grammar correctly when they write a text. Which make their writing is not good. In addition, because they are not interested on English study, it can influence to their achievement in learning process. Moreover, the writing skill is the most difficult skill on language. According to the teacher in this school, the teacher gives the various methods to make their student interested in English study every meeting with different method. The teacher also gives feedback in students’ work to improve their skill in English especially in writing skill. The teacher added that when giving feedback, the teacher does not only correction on students work but also gives the support and motivation to their students. The aims are to make students more interested to study English and to encourage the students’ skill in writing. In addition, the teacher gives the students’ strength in writing to make the students more confidence when writing a text. But, the students’ response after the teacher giving feedback is not good. The students still not pay attention in feedback from the teacher. It looked from the students’ task. The students still make same mistakes in writing. Although, some of students still need a long time to correct their mistakes after the teacher giving feedback, but the students are helped by the feedback from the teacher.

Based on the statement above, the researcher intends to conduct the research under the title “An Analysis of Teacher Feedback in Students’ Writing Skill” at the 11th grade in MA Al-Inayah Cilegon. It is to know what kind of feedback that teacher use, the obstacles do the teachers face when giving feedback and the students responses toward teacher feedback.

1. **The Identification of The Problem**

Based on the background above, the writer drawn the identification of the problem as follows:

1. The Students do not use grammar correctly because they forgot of the sentence pattern
2. The students’ composition are still weak
3. The students’ diction are weak
4. Inter-paragraphs with each other are incoherent
5. **The Statement of The Problem**

Based on background above, the research questions are formulated as follows:

1. What kind of feedback do the teacher used in writing?
2. What obstacles the teacher’ faced when giving feedback to their students?
3. How are the students’ responses toward teacher feedback?
4. **The objectives of the Study**

Based on the statements of the research above, the researcher makes the objectives of the research as follows:

1. To be able to know the kind of feedback that teacher used
2. To know the obstacles the teacher face when giving feedback
3. To know the students’ responses when English teacher give the feedback in their work
4. **The Significance of the Study**

Analyzing teacher feedback in students writing skill, this study is expected to make certain contributions to the teacher, students and the researcher.

1. To the Teacher

This study hopefully will help teacher to have a deeper understanding about feedback. So, teacher can improve their ability in teaching and learning process especially in giving a good feedback to the students.

1. To the Students

It is expected can help students to improve their ability in English study especially in writing skill. Hopefully this study can give positive effects to build the students’ interesting and confidence to write in English.

1. To the Researcher

This study will give the new information about the obstacles teachers face when giving feedback and can help the future researcher as their guide in learning process.

1. **Previous Study**
2. Irma Hidayah. Students’ number is 122301342. An analysis of Teachers’ Feedback on Students’ Writing Ability on Descriptive Text (A case study at the Eight Grade Students of MTsN 4 Lebak). The result of this research was that teacher when giving feedback not only corrected the students’ error but also give the reason why the students’ writing was error, also teacher give the suggestion to the students to study harder. Then, students’ responses on teacher feedback are fair. Students are enthusiastic when teacher giving feedback to the students and there are progress when teacher giving feedback. But, students still not understand with English word and sentences because students not mastered in vocabularies and grammar.[[2]](#footnote-3)
3. Sompong Panhoon and Suimon Wongwanich. The title of this article was “An Analysis of Teacher Feedback for Improving Teaching Quality in Primary Schools”. The result of the study showed that teacher didn’t use the assessment to improve students’ performance individually, the small advice couldn’t improve teachers’ performance and student achievement. Moreover most teachers misinterpreted the responses on the readiness test of grade 6 students in mathematics and science. Additionally, in the lesson plans, teacher didn’t use feedback for students and finally teacher aware that they have low ability of teaching after they evaluate and assess themselves.[[3]](#footnote-4)
4. Hari Subagyo. A study of Teacher’s Feedback to Give Correction on Students’ Errors in Writing at the 11th Grade of language class in SMAN 1 Mojokerto. The result of this research showed that teacher often used corrective feedback with 15 times or about 50% than the others feedback because corrective feedback is useful and more easy to understand than the others. Then the reasons of the teacher used certain kind of feedback is to know the background of the students’ ability in writing. According to her (teacher), the students’ ability is 50 50, it means not bad and also not too good. The students make some mistakes in vocabulary and grammar and sometimes used unfamiliar vocabulary which is not suitable to sentence. And the students’ responses are very happy when teacher giving the feedback to their performance or work, but when teacher correct the students’ mistakes, most of the students were shy. Researcher also found that students at the 11th actually most like speaking than writing. For the students, writing is very difficult especially grammar and sometimes students difficult to found the suitable vocabulary for the sentence. Also students more like work in pairs when teacher give the assignment to write in English.[[4]](#footnote-5)

In this research, the researcher wants to find out the kind of feedback which is usually used by English teacher in MA Al-Inayah. The researcher wants to know the students’ responses when teacher give feedback to their work. The difference of this research with the previous study is this research will cover the obstacles of teacher faced when giving feedback.

1. **Research Paper Organization**

This paper divided into five chapters and the organization is as follows:

Chapter I explains about introduction that consist of the background, the identification of the problem, the statement of the problem, the objectives of the study, the significance of the study, previous study and research paper organization.

Chapter II explains about the theoretical framework. In this chapter, the researcher will be discuss; definition of writing, the stages of writing, definition of feedback, kinds of feedback, teacher feedback on students’ writing and teachers’ obstacles when giving feedback.

Chapter III discusses about methodology of research that consist of the method of the research, place and time of the research, respondents of the research, techniques of data collection, data collecting procedure and data analysis.

Chapter IV explains about the result of research. The researcher will be discussed about data analysis.

Chapter V is conclusion and suggestion.

1. John Hattie and Helen Timperley, “The Powerful Of Feedback” , *Review of Educational Research*, Vol. 77, No. 1, (March 2007), 81 [↑](#footnote-ref-2)
2. Irma Hidayah*. An Analysis of Teacher Feedback on Students’ Writing Ability on Descriptive Text* (Serang: IAIN Sultan Maulana Hasanuddin Banten, 2016) [↑](#footnote-ref-3)
3. Sompong Panhoon and Suimon Wongwanich. *An Analysis of Teacher Feedback for Improving Teaching Quality in Primary Schools*. Thailand: Elsevier Ltd. 2013 [↑](#footnote-ref-4)
4. Hari Subagyo. *A study of Teacher’s Feedback to Give Correction on Students’ Errors in Writing at the 11th Grade of language class in SMAN*

   *1 Mojokerto* (Thesis, UIN Sunan Ampel Surabaya, 2015) from <http://www.digilib.uinsby.ac.id> at 1st of November [↑](#footnote-ref-5)