CHAPTER I

Introduction

This chapter presents background of the study, statement of problems, objectives, significance, scope and limitation of the study and Definition of key terms are presented in the last part of the chapter.

A. Background of the Study

One of the most difficult problems faced by students is to be able to write English well.[1] It is important to be clear about the kind of writing which we want to talk about. To be able to write English properly, it does not mean that our sentences is only understandable. But being able to write English well is also about whether our texts are sufficient to be categorized as they have the proper structure and grammar.[2]

Learning writing needs to be practiced because we try to explore something in our brain into piece of paper and most of the students come to the class with limited writing skill based on previous research done by mukhlishotin.[3]They often make mistakes such as writing words incorrectly, making grammatical errors or using words in a context where they do not belong. When those are

---

[1]Mukhlisotin.(2010).*The implementation of Peer Feedback to Improve Writing Ability in Narrative text in MAN Lamongan.* Unpublished S1 Thesis, IAIN Sunan Ampel Surabaya.
[2]Jeremy Harmer. (2001). *How to Teach English: An Introduction to the Practice of English Teaching,* Edinburg Gate: Addison Wesley Longman. PP. 87 - 89
[3]Mukhlisotin. (2010).*The implementation of Peer Feedback to Improve Writing Ability in Narrative text in MAN Lamongan.* Unpublished S1 Thesis, IAIN Sunan Ampel Surabaya.

happens, it is necessary for the students to receive feedback from the teacher to increase the awareness towards the error.

There are several aspects of writing skill that should be mastered such as vocabulary, grammar, structure and choice of words. In fact, students can make one or more errors for each aspect. Teachers also have to use different approach and comment based on their errors.

Feedback is one of some important factors which support the success of students in learning process. Feedback can be correction and suggestion for the students. It may contain critics or encouragements for better performance. It is very important for teachers to correct mistakes made after.[4]

Feedback is sensory information that a person receives as a result of a response.[5] Jeremy Harmer explains it in general. When students do some activities or do some works instructed by teacher, it must be an error or mistake made during or after the works. It is the teacher's job to give an encouragement and/or correction to build more confidence and solve the students' problems in the study.

In other word, Feedback is the activities or acts of teacher to help every student who has individual problems in study by giving respond; such as encouragement, suggestion or correction to the result of student's work in order

---

[4]Jeremy Harmer. (2001). *How to Teach English: An Introduction to the Practice of English Teaching,* Edinburg Gate: Addison Wesley Longman. P. 94
[5]Jeremy Harmer. (2001). *How to Teach English: An Introduction to the Practice of English Teaching,* Edinburg Gate: Addison Wesley Longman. P. 97

2

to make the students understand more about the materials. Teacher's feedback covers some activities such as; giving explanation more either directly or indirectly about the students' errors or mistakes in order that the students know the errors or mistakes which have been made, giving correction in the students' works, and also giving encouragement or motivation to the students to build their confidence up and also avoid depression of making errors or mistakes.

Based on preliminary observation, SMA Negeri 1 Kota Mojokerto has made significant progress after the change of headmaster a year ago. SMA Negeri 1 Kota Mojokerto's popularity at Mojokerto arises dramatically recently. It is because this school often wins competitions. One of the competitions that they won is English debate. The researcher is confidently so sure that some of the students in SMA Negeri 1 Kota Mojokerto are very good in English and they must be perfect objects to be observed. The teachers have also made some progress in their way to teach. It means that both of the teachers and students are perfect to be the object of the research. Partnering with them to get some essential information about feedback is a great way to make the research finished well.

By the reason above, the researcher wants to conduct the research under the title A Study of Teacher's Feedback to Give Correction on Students' Errors in Writing at the 11th Grade of Language Class in SMA Negeri 1 Kota Mojokerto. It is to know what kind of feedback often used by the teacher to the students, the

3

reasons of the teacher choose certain kind of feedback and what the students'

responses toward teacher's feedback.

B. Statement of Problems

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

follows:

1. What kind of feedback often used by English teacher to correct the students'

   errors in writing?

2. What are the reasons of the teacher choose certain kind of feedback?

3. What are the students' responses toward teacher's feedback?

C. Objective of the Study

The objective of this research is to help the future teachers and the current

teachers especially in SMA Negeri 1 Kota Mojokerto to know how to give

feedback properly by first, knowing the common feedback which the English

teacher used in giving students feedback at SMA Negeri 1 Kota Mojokerto then

second, knowing the reasons of the teacher choosing a kind of feedback as

approach to give correction on students' assignment, finally the third, knowing

the students' responses toward the teacher's feedback.

In specific, the researcher objectives are;

1. To find out the common feedbacks often used by the English teachers at

   SMA Negeri 1 Kota Mojokerto in English lesson especially writing.

4

2. To reveal the reasons of the English teacher in choosing a kind of feedback to give correction on students' assignment.

3. To be able to know about students' responses toward the teacher's feedback.

D. Significance of the Study

This section will provide brief description on the various significances of the study given to those who will benefit on the proposed study;

1. **To students;**

   Student will get the new atmosphere based on their characteristic. Furthermore, the researcher hopes that all of the students can build their confidence in writing by this method. Hopefully, this research can give positive effect for the English teaching and learning process.

2. **To teachers;**

   The proposed study will help teachers to have a deeper understanding about feedback. By this study they will come up with effective and powerful feedback which can boost the students' works in writing class.

3. **To future researcher;**

   The proposed study will benefits and help the future researcher as their guide. The study can also open in development of this study.

5

E. Scope and Limit of the Study

This research only observes the eleven grade of language class of SMA Negeri 1 Kota Mojokerto. The study only focuses on the kind of feedback that often used by the teacher and the teachers' reason of giving a kind of feedback in writing. The last concern is about the students' responses toward teachers' feedback.

F. Definition of Key term

The researcher provides some key term to easier the reader to understand the content. Such as;

Feedback : any information, process or activity which affords or accelerates student learning based on comments relating to either formative assessment or summative assessment activities.[6] In this research, comments made by teacher to the students will be major issue and will be analyzed.

Writing : one of language skills which is used for medium of communication, especially indirect communication.[7] In this research, writing is one of activities in English lesson at SMA

---

[6]Irons, A. (2008).*Enhancing learning through formative assessment and feedback.*Abingdon, UK: Rouledge. Retrieved 11th November 2013 From world wide web:
http://www.reading.ac.uk/internal/engageinfeedback/Whyisfeedbackimportant/efb-WhatIsFeedback.aspx
[7]DonnBryne.(1988). *Teaching Writing Skill.*Hongkong : Longman Group Ltd. P. 47.

6

Negeri 1 KotaMojokerto. The kind of writing is functional text and commonly used procedural or recount text.

Error : something unintentionally done wrong; If not detected, this error would have had disastrous consequences.[8]Or by the other dictionary define error as the existence of a standard or guide and a straying from the right course through failure to make effective use of these procedural errors[9]. In other words, something considered as right but it is false because the lack of knowledge or the failure of understanding the real purpose or meaning.

---

[8]http://encarta.msn.com/encnet/features/dictionary/DictionaryResults.aspx?refid=1861630531retrived 13th March 2014
[9]http://www.m-w.com/dictionary/error retrieved 12th April 2014

7