

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the research. It consist of background of the problem, setting of the problem, limitation of the problem, formulation of the problem and purpose of the research. This research also discusses about significance of the research and definition of the key Terms.

A. Background of the Problem

English is taught as a compulsory subject from junior high school to higher education. So, english is important for the students, must be learn of englis education such us writing skill.

Writing is one of the important skills in language learning including english as a foreign language. Therefore, the skill to write in English is essential for education, bussiness, and personal reasons. Moreover, it deals with the statement that learning to write is important and useful for language learning. Furthermore, based on 2017 curriculum of Indonesia, writing is a skill that should be taught in Junior High School and Senior High School. It aims to enable the students to to express their ideas in various types of monolog and functional texts.

some students still use their languages as their family's habit or mother tongue. There are some students still have weak writing competence which has become a national issue in Indonesia. It might happen since writing is a complex process which requires students to struggle with writing issues including delivering

content, using the language and the mechanics, organizing the text and choosing appropriate vocabulary.

In line with this problem, a way to help the students producing precious pieces of writing is by providing supportive written feedback from teachers. The significance of written feedback in the development of writing skills has been considered as a central part which indicates the quality of language learning and teaching process .

Feedback is crucial in supporting students' writing process because of two reasons. First, it is critical to assess students' writing process which covers the strengths, the weaknesses as an attempt to develop the students' writing skills. Second, it is crucial to encourage students to be "more autonomous writers"

Teachers' written feedback has been found as an effective method in supporting students' writing skill (Hamouda,2011; Widyasari, 2014). Some students have problems in writing particularly in language and mechanic such as small or capital letters, comma and full stop, using appropriate words and terms. However, to the researcher's knowledge there were limited researches on direct feedback undertaken in Junior High School, particularly in eighth grade of Junior High School.

Regarding to the importance of writing and the effectiveness of giving written feedback from teacher on students' writing, this research will explore how direct feedback is implemented in the students' writing skill of recount text in SMPN 3 Rambah Hilir and what types of teacher's direct feedback are used in the students' writing skill of recount text.

B. Setting of the Problem

Concerning with the background mentioned in the previous subsection, there are some problems identified which are as follows:

1. Some students have problems in writing particularly in language and mechanic such as small or capital letters, comma and full stop, using appropriate words and terms.
2. Some students admitted that writing is difficult and they have problems in writing
3. Some students mentioned that they need the teacher's assistance in writing process.

C. Limitation of the Problem

The limitation of the problem of this research is how is teacher's direct feedback be implemented in the students' writing skill of a recount text and what types of teacher's direct feedback are used in the writing skill of a recount text .

D. Formulation of the Problem

This study formulates research questions as follow:

1. How is teacher's direct feedback be implemented in the students' writing skill of recount text?
2. What are the types of teacher's direct feedback used in the students' writing skill of recount text.

E. Purpose of the Research

The purposes of the research are as follow:

1. To find out how direct feedback is implemented in the students' writing skill of a recount text.
2. To find out what types of teacher's direct feedback are used in the students' writing skill of recount text.

F. Significance of the Research

The research findings are intended to contribute to the students, the teachers, and other researchers.

1. For the students, this study will be expected to give positive effect in their writing skill of recount text.
2. For the teachers, this study will be suggested to give motivation and reference to apply direct feedback method of teaching which develop and improve the students' writing skill.
3. For other researchers, this study is likely to contribute knowledge for doing further research.

G. Definition of the Key Terms

To avoid misinterpretation, or ambiguity, there are three terms which relate to the variables of this research. The definitions of this study are as follows:

1. Direct feedback in this study refers to the direct correction of students' linguistic errors by providing the right answers (Murphy & De Larios in Widayarsi 2014) which is divided into four types including deletion, insertion, substitution and reformulation.

2. Writing refers to a process which focuses on discovering ideas, drafting, revising and working collaboratively (Emilia, 2010). In this research, it refers to writing a recount text.
3. Skill refers to the ability of doing something well (Hornby, A.S, 2000). In this study, it refers to the ability of eighth grade of SMPN 3 Rambah Hilir in writing a recount text.
4. Recount text refers to a text which tell the readers or listeners what happened in the past through a sequence of events (Suherdi, 2013).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the nature of feedback, review of related findings and conceptual framework. In the nature of feedback, it discusses direct feedback, teaching writing and recount text. In the review of related findings, it presents three previous researches. This chapter will be ended by the conceptual framework which shows the stages of this research.

A. The Nature of Feedback

Feedback is important to encourage student's motivation in learning writing skill (Antoni, 2016). some definitions of feedback provided by some experts. Feedback refers to teacher's response on students' performance especially when attitude and behaviour disrupts the performance (Dinham, 2008). It is a method used in language teaching as an attempt to improve performance through observation, concerns, and suggestions in written or oral performance (Kavaliauskiene & Anusiene in Widyasari 2014). Based on the definitions above, the definition of feedback applied in this study is defined as any teacher's responses given by the teacher on the students' writing performance. In teacher's feedback, the teacher takes a role as a facilitator who guides students to improve their writing skill.

There are some theories proposed purposes of giving feedback. Relevant to this study there are four purposes provided. First, feedback aims to indicate writing progress as an attempt to strengthen learning (Hyland, 2003). It means that

feedback is an attempt to give students information to produce a precious writing. Second, feedback purposes to evaluate what has been written by students covering the strengths and weaknesses of the writing (Coffin,et al., 2003). In line with this, the students are supposed to know their strengths and they will maintain and apply them in their next writings. Third, feedback can build students' confidence in writing (Hyland & Hyland, 2006). This implies that by getting feedback from the teacher, the students will motivate themselves to produce better writing. Fourth, feedback aims at assisting teacher to identify those who need more help in writing (Coffin, et al, 2003). It is supposed that the teacher will pay more attention to low achievers to improve their writing skills.

The written feedback focuses on two divisions: form-focused feedback and content-focused feedback (Fathman & Whaley, 1990). Form-focused feedback is a type of feedback which focuses on grammar, mechanics and vocabulary. Grammar in this study deals with article, verb tense, verb form, pronoun, and sentence structure. Mechanics refers to punctuation, capitalization, and spelling. Vocabulary deals with the correct usage of word such as word choice and word form.

Moreover, content-focused feedback refers to a type of feedback which helps students in generating, developing and organizing ideas (Hyland, 2003). It covers the content and organization. The content and organization focus on this study depend on the type of text which will be discussed in sub section A.4.

A.1 Direct Feedback

Direct feedback in this study refers to the direct correction of students' linguistic errors by providing the right answers (Murphy & De Larios in Sari 2014). Direct feedback as stated by Ferris (2011) is divided into four types including deletion, insertion, substitution and reformulation.

Firstly, deletion is defined as removing unnecessary words, phrases, or morphemes. Secondly, insertion is putting necessary words, phrases or morphemes in compositions that can be applied in two ways: indicating and correcting the errors; indicating, correcting and categorizing the errors. Thirdly, substitution means writing the correct forms and reformulation refers to rewriting the whole sentence to make it more understandable.

There are advantages and disadvantages of using direct feedback mentioned by some experts. Regarding the advantages, direct feedback has positive effects for both teachers and students. For teachers, direct feedback helps teachers to focus on students' attention to certain error pattern (Ferris, 2011). Therefore the students can learn from their problems which will contribute for their next writing. Meanwhile, for the students, direct feedback provides three benefits. They are helping students to get more accurate revision, improving students' writing accuracy and giving students' knowledge of self-editing (Anh in Widyasari, 2014).

Concerning to disadvantages, direct feedback gives negative effects for the teacher and students. For teachers, the disadvantage is there might be a misinterpretation of students' intention leading teachers to provide inappropriate

corrections. For students, direct feedback might prevent them from being independent self editors and giving students short-term accuracy on writing (Ferris & Robert in Widyasari, 2014).

In reference to the explanation above, it can be concluded that there are two reasons of employing direct feedback. First, since the students are in the early stage of learning, they are lack of ability to self-correct the errors. Therefore, they need direct feedback from their teachers. Second, by focusing students on particular error patterns then they will be more aware of the patterns in the future writing.

A.2 Teaching Writing

There are some theories of teaching writing proposed by some experts. However this study applied Langan's theory in Widyasari (2014) covering four stages of writing namely, prewriting, writing, revising, and editing.

Pre-writing is the stage of planning before writing words on the paper. In this stage, the teacher might use some techniques such as questioning in which the teacher provides some questions to guide students in writing. Writing is the stage of producing a product of writing. In this stage, students are asked to write a text following the generic structure of the text. In this stage, the teacher provides direct feedback relate to content and organization of the text. It means that the teacher might ignore the students' error on grammar, mechanics and vocabulary. Revising is the stage of reproducing the final product of writing. By having the teacher's direct feedback, students are supposed to revise for having better writing. And the

last stage which is editing is the stage of checking the mistakes in grammar, punctuation, usage and spelling of the composition.

In line with this, teaching writing in this study covered those stages. First, the teacher showed the process of writing including writing, revising, editing and proofreading. She invited the students to share their idea in producing a text together. Next, the students were asked to write their own texts. During the activity of writing, the students get direct feedback from the teacher. Direct feedback can be in form of deletion, substitution, insertion, and formulation.

Firstly, the teacher focuses direct feedback on the content and organization of recount text. Then, after the teacher ensures that students' content and organization of text is correct, he can focus giving direct feedback on grammar, mechanics and vocabulary. Since this study focuses on students' writing skill of recount text then the students have to consider the organization of texts based on what they have learned in the previous meetings. The discussion of recount text will be in subsection A.3.

A.3 Recount text

There are some genres of text taught in junior high school. One of them is recount text. Recount text refers to a text which tell readers or listeners what happened in the past through a sequence or events. The purpose is to tell what happened. There are three types of recount text which are personal recount, factual recount, and imaginative recount (Derewianka, 2004).

Personal recount is a recount text which retells of an activity that the writer/speaker has been personally involved in (e.g oral anecdote, diary entry).

Factual recount is a recount text which retells the particulars of an accident (e.g report of a science experiment, police report, news report, historical account). Meanwhile, imaginative recount is a recount text which takes on an imaginary role and gives details of events (e.g a day in the life of a Roman slave; how I invented...). Recount text has generic structures; orientation, events and reorientation (Suherdi, 2013) sometimes it may have personal comment (Derewianka, 2004).

The language features of recount text in general are specific participants (I, Mrs Brady, our dog, the shopkeeper); use of simple past tense (she smiled, it barked, he pointed); use of action verbs (material process) such as went, climb; use of linking items to do with time (on Wednesday, then, at the same time, next, later, before); details irrelevant to the purpose of the text should be avoided.

Here is the example of a recount text.

Table 2.1 Recount text

My Holiday	Title
Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and small pool.	Orientation
In the morning, my friend and I saw Mount Batok. The scenery was beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree.	Sequence of events

<p>Before we got home, we went to the zoo at Wonokromo.</p> <p>We went home in the afternoon.</p> <p>We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.</p>	<p>Reorientation</p>
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B. Review of Related findings

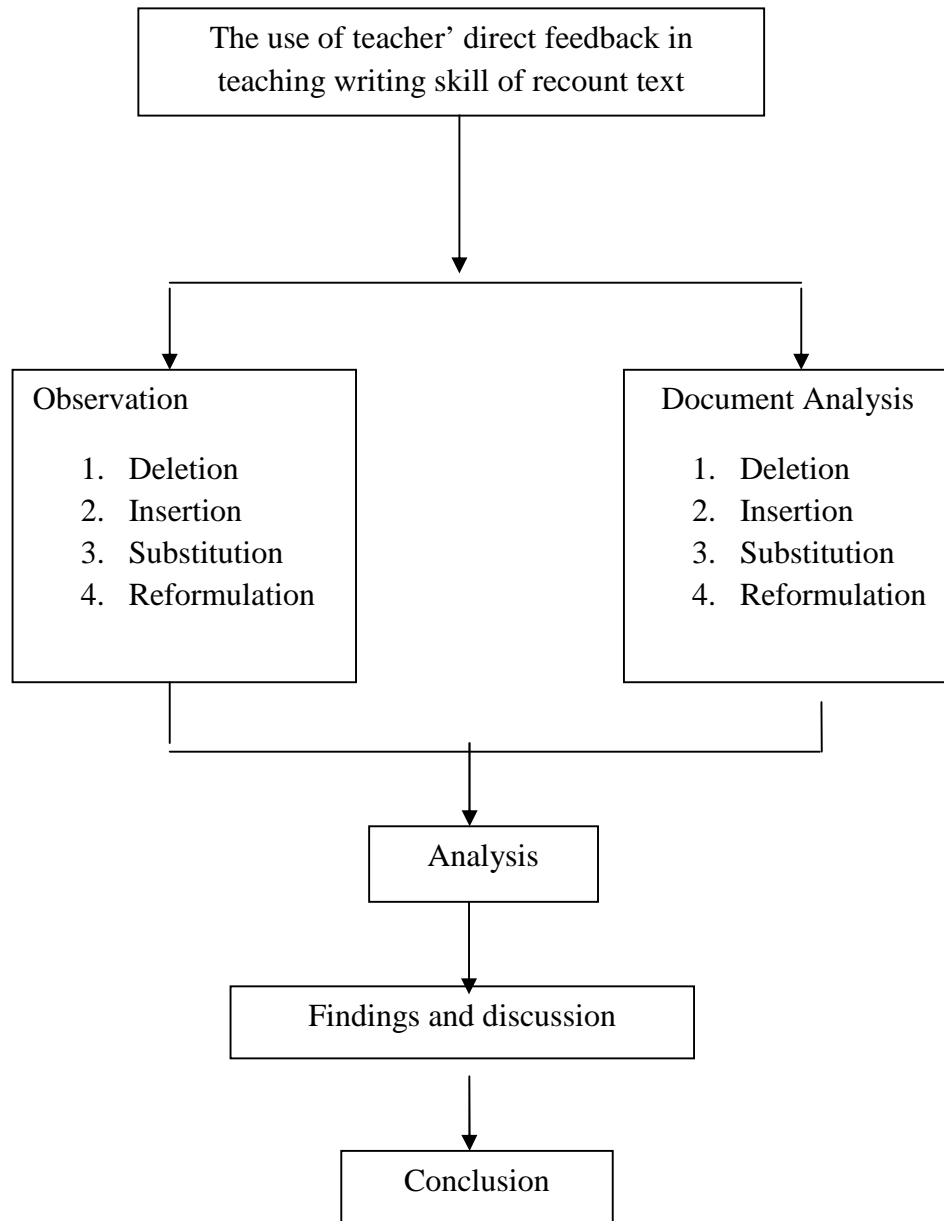
There were several researchers showed the effects of using direct feedback toward the students' writing skill. First research was done by Ferris in Daud (2014) who conducted a research on teacher feedback. 92 English as second language students in the United States participate and several types of direct feedback indirect feedback are used. The result showed that there were a strong relationship between teachers' feedback and successful student revisions on the subsequent drafts on their essays.

The second research was done by Widyasari (2014) who studied a teacher's focus and strategies when providing written feedback on students' writing. Applying a qualitative case study, the research involved one teacher and nine students at one senior high school in Bandung. The findings of the study revealed that the mainly focused on form, particularly grammar, and the content of the students' writing when giving the feedback. Moreover, the findings showed that indirect feedback strategy especially symbols and codes was more frequently utilized by the teacher.

The third research was done by Herlina (2016) who conducted a classroom action research on third graders of a Junior High School. Involving 25 students consisting 10 male students and 15 female students, the research elaborated the implementation of direct feedback method toward the students' writing skill and investigate students' participation toward the implementation. The findings showed that in cycle I mean score of IXB students' writing of procedure text improved from 57.8 to 89.8 with none of them got below minimum passing criteria which was 75. Moreover, in cycle II their mean score of writing of report text improved from 54 to 86 with only one student got below 75. Apart from that, the results of students' journals and classroom observation showed that students' participation improved gradually.

C. Conceptual framework

Figure 2.1 Conceptual Framework



The scheme above showed that the researcher's step in conducts the research. The research was started by formulating the problem how the teacher's direct feedback is implemented in the student's writing of recount text. To answer the formulation of the problem, The researcher collected the data by doing a classroom observation and document analysis. After collecting the data, the

researcher analyzed them based on the formulation of the problem they are how the teacher's direct feedback is implemented and what types of teachers' direct feedback are used in the students' writing skill of recount text. The last step were to make discussing and conclusion.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the introduction of research methodology. Research methodology is a way to find out the problem on a specific matter or problem that is also referred as research problem. It consists of research design, setting of the research, instrumentation of the research, population and sample. And this chapter also discusses about technique of collecting data and technique of analyzing the data.

A. Research Design

Regarding the purposes of the study and the research questions, this study employed a descriptive Qualitative research. The descriptive research involved collecting data to test hypothesis or to answer question about the opinions of people about some topic or issue (Gay, 2000:315). In addition, The descriptive research attempted to describe, explain and interpret conditions of the present i.e. “what is”. The purpose of a descriptive research was to examine a phenomenon that was occurring at a specific place (s) and time. This research was purely qualitative.

Furthermore, the finding of the research used in order to find out how the teacher’s direct feedback was implemented in the students’ writing skill of recount text and What were the types of teacher’s direct feedback used in the students writing skill of recount text.

B. Setting of the Research

The research conducted at eighth grade of SMPN 3 Rambah Hilir in academic year 2017-2018. It will be held in may 2018.

C. Population and Sample of the Research

This research conducted in SMPN 3 Rambah Hilir. It chosen because of two reasons. Firstly, it provides an easy access to the researcher to conduct the research in the school (McMillan and Schumacher, 2001). Secondly, the participants in the research site have implemented direct feedback toward the students' writing skill.

The population and sample of this study is one of english teachers in SMPN 3 Rambah Hilir. she is Mrs. Nirma Herlina, M.pd. A teacher will be involved in this study because she provided direct feedback on the students' writing.

D. Instrumental of the Research

The research used two kinds of instruments involving classroom observation sheet, and document analysis. The classroom observation sheet employed during the classroom observation to figure out how the direct feedback was implemented in the classroom.

Meanwhile, the document analysis used to collect the data what types of teacher's direct feedback were used in the students' writing skill of recount text.

E. Technique of collecting the data

For getting the data, the researcher noted what the teacher's did and said and what the students did and said. This was based on the theory of McMillan &

Schumacher, (2001); Silverman, (2005). The form of classroom observation sheet can be seen in appendix 1.

Meanwhile, the students texts were analyzed to get the data what types of teacher's direct feedback applied in students' writing skill of recount text.

F. Technique of analyzing the data

Data analysis applied in this study carried out during the study as this is a qualitative study (Maxwell, 1996). Firstly, the teacher observed to find out how the direct feedback is implemented. The data in form of classroom observation sheet would be analyzed.

Meanwhile, the result of data from document analysis would be analyzed by theory of Langan in Widyasari (2014) covering four types of direct feedback. They are deletion, insertion, substitution and reformulation.