

CHAPTER I

INTRODUCTION

1.1 Background

English as a global language in all over the world seems to be a priority for people to learn. It is because as social creatures, people absolutely need to communicate in their everyday life in order to socialize or to express their thought, feeling, understanding, opinion, critic, and everything that they want to share to others. Language, for that reason, becomes a major instrument serving as facilitator both in its spoken and written forms. Therefore, regarding to this phenomenon, people indirectly are demanded to master more than one languages, including English as a global language. This is also awakening Indonesia to insert English as a subject in every school from elementary until senior high schools. Besides, government states that English becomes one of the subjects included in national examination as a requirement for the students to go to the higher level of education. Consequently, every school needs to encourage their students to master at least four language skills well.

The four language skills to be mastered are listening, speaking, reading and writing. By mastering four language skills, students are expected to be able to communicate fluently in English both spoken and written. But, many students had difficulties in mastering writing skill. Sometimes they may understand what the teacher means but they are not able to deliver it well in the written form. Besides, other difficulties that are faced by the students in mastering writing skill are, firstly the process of writing requires an entirely different set of competencies and is fundamentally different from speaking (Brown, 2001: 335). Secondly, written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally (Brown, 2001:

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335). Thirdly, many students either think or say that they cannot, or do not want to write because they lack of confident, think it is boring or believe they have ‘nothing to say’ (Harmer, 2007, p.113).

In Indonesian context, English is not a second language since most Indonesian people have different mother tongue making *bahasa* Indonesia becomes the second language in their acquisition. By this situation, English becomes a more language to learn because it is placed as a foreign language. Apart from the difficulties faced by the students in writing new ideas and information in a language that is not their mother tongue, writing English becomes more challenging and difficult because English is a foreign language to both students and teachers. In other words, they should try to express ideas without recourse to objects and events in their own immediate physical environment or that of their reader(s), or writing can potentially push learners closer to the limits of their current level of linguistic knowledge than can speech (Saville and Troike, 2006, p.164). Therefore, it means that the students need to collaborate their knowledge of linguistic elements such as vocabulary, grammar, and mechanics and so on and so forth to create a comprehensible product.

As a consequence, students require effective teaching method and positive improving feedback from the teacher in order to enable them to achieve progress one step at a time. On the other hand, the practice of giving feedback in Indonesia, especially in junior high schools, seems to be unclear. What is meant by unclear in this case is that it is given inconsistently by the teacher. In fact, essentially, the teacher needs to check the students’ work and gives the feedback to it in order to make them aware that something ‘wrong’ appears and they need to consider it for their improvement (Wena, 2011, p.58). Besides, in many cases, the teacher only grades the students’ work without further explanation to the students about the reasons of why they can get particular score. Yet, this phenomenon seems to be

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considered as an ineffective way because by only knowing the grade, the students will learn nothing but happiness for those who get a high score (Sanjaya, 2010, p.33).

Therefore, regarding to those difficulties faced by the students, this research will unpack the way of teacher in encouraging the students to master writing skill. Since there are a lot of possible ways in encouraging them to master that skill, the writer will focus on the way of teacher in giving feedback to the students' writing, especially in the students' writing descriptive texts. Moreover, the writer comes up with a research entitled; Teacher's Feedback on Students' Descriptive Texts: A Case Study in Junior High School in Bandung. Furthermore, this study also intends to ascertain the understanding or the responses of the students toward the feedback given to them.

1.2 Research Questions of the Study

The research questions are as follows:

1. How does teacher provide feedback on students' descriptive texts?
2. What are the responses of the students toward teacher feedback?

1.3 The Aims of the Study

The aims of this study are:

1. To investigate the way of teacher in providing feedback for students' descriptive texts.
2. To examine the responses of the students toward the given feedback.

1.4 Scope of the Study

Limitation is made to specify the problems that will be analyzed and to make them clear. This study was limited to second quarter of year eight students of a Junior

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high school in North Bandung. An English teacher and ten students were taken as samples of this study as random selection.

1.5 Significance of the Study

The result of this study is expected to give contribution to teachers, to students and to other researcher.

1. To teachers, this hopefully can be an alarm to give the students a clear and appropriate feedback for their improvement in later future.
2. To students, this hopefully can give them motivation to express their needs to be given appropriate feedback by the teacher in other to help them in improving their writing skill.
3. To other researchers, this study is expected to be used as one of the references especially for those who conduct the research on how to improve students' writing skill.

1.6 Research Design

Using qualitative approach as the basic framework of this study, a case study method used to analyze data collected and to produce understanding of the entity being studied. It was mostly based on the data collected from the observation towards the teacher and students' descriptive texts. Besides, questionnaires and interviews were conducted to know the responses of the students toward the feedback given to them.

After all the processes were completed, the researcher analyzed the data collected by implementing explanation building analysis, a procedure in qualitative approach in which the researcher should give narrative data which reflects some theoretical propositions (Burn, 1994,p.324), as the main procedure. It was used to be
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able to show the evidence in the study and relate it to findings. Finally, suggestions and recommendations were made for the future feedback development.

1.7 Participants

This study involved an English teacher as the one who gave feedback to the students. The strategies of the teacher in providing feedback to the students were the focus of the study. Besides, twenty students of eight grade of one of junior high school in North Bandung were taken for the population of this study as random selection. Those students gave information about their responses toward the feedback given to them.

1.8 Instruments

Some topics of descriptive texts offered by the teacher used as the instruments of this study. It kept the students on the track in constructing the content of their descriptive texts. Besides, recorded observation (videotape) used in identifying spoken feedback given by the teacher. On the other hand, the students' writing descriptive texts was analyzed to notice the written feedback given by the teacher. Furthermore, questionnaires were distributed to find out the students' responses toward teacher feedback. It was strengthened by conducting an interview to both students and teacher to enrich the data in this study. To the teacher, the interview was conducted to find out their point of view about feedback that the teacher gives to the students' writing descriptive texts. Meanwhile, to the students, it gave information about their understanding towards the feedback given to them. Therefore, it described the responses of the students toward the feedback.

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1.9 Data collection and Data Analysis

This study used multiple sources in gathering the data by employing several processes. Firstly, the students were given an explanation about descriptive text by the teacher. Secondly, they were asked to write their own descriptive texts based on some topics offered by the teacher to them. Thirdly, the teacher assessed their writing descriptive texts. In the process of assessing the students' writing descriptive texts, the researcher observed how the teacher gave feedback to the students by observing what the teacher did during the process of it. Besides, the researcher also observed if there was any written or spoken feedback given to the students' writing descriptive texts. These observations were recorded during the class. Fifthly, after the teacher assessed them, the teacher returned them and asked the students to revise them and finally they gave the revised version to the teacher to be assessed again.

Another process that was conducted to enrich the data in this study was distributing questionnaires to the students. The questionnaires contained fifteen statements that can be used to find out the students' responses toward teacher feedback. The last process to enrich the data was conducting an interview to the teacher and also the students. To the teacher, the interview unpacked the teacher's point of view towards the types of feedback that the teacher gives to the students. On the other hand, to the students, this interview was aimed to carry out their responses toward the given feedback.

After all the processes were completed, the researcher analyzed the data collected by implementing explanation building analysis, a procedure in qualitative approach in which the writer should give narrative data which reflects some theoretical propositions (Burn, 1994,p.324), as the main procedure. It was used to be

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able to show the evidence in the study and relate it to findings. Finally, suggestions and recommendations were made for the future feedback development.

1. 10 Clarification of Terms

To avoid misinterpretation in understanding the problems, the writer would like to clarify the following terms :

1. Descriptive is a kind of text which is aimed to describe a particular person, place, or thing (Feez, 1998:208). Besides, Descriptive paragraph is a paragraph which consists of three important qualities such as dominant impression, mood, and logical development (Riyadi, 2011).
2. Feedback is included in one of the purposes of systematic instructional design that is to improve evaluation process “by means of the designated components and sequence of events, including feedback and revision events, inherent in models of systematic instructional design” (Andrews and Godson in Purnawarman (2011)).
3. Writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly (Nunan, 1999, p.88).

1. 11 Organization of the Paper

The study is presented in five chapters. Chapter I is introduction covering background of the study, limitation of the study, research question, the aims of the study, significance of the study, research methodology, clarification of terms, and organization of the paper. Chapter II is theoretical foundation covering definition of feedback, purposes of feedback, types of feedback, strategies in providing feedback, writing skill, text types, and feedback and writing. Chapter III is research methodology covering formulation of problem, research design, site and participants, data collection, data collecting procedure, and data analysis. Chapter IV is finding

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and discussion covering result of instruments analysis and the interpretation of the data analysis. Chapter V is conclusion and suggestion for the better feedback development.



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