CHAPTER I

INTRODUCTION

This chapter provides the background of this research paper and followed by the statement of problem. This chapter includes the aims of answering the statement of problem that come after. There are also scope of the study, the significances of the research, and clarification of related terms in this chapter along with the organization of the paper.

1.1 Background of the Research

Feedback plays a central role in learning the writing skill and it is an essential aspect in the writing process (Ibrahim, Abdel & Elashri, 2013). Without feedback, students cannot recognize their writing skill, whether it is poor or not. Feedback itself is used to describe the information that derives back from readers to the writer. It helps learners to recognize themselves whether they are performing well or not and helps them to grasp corrective action about their writing in order to develop it and get an acceptable level of performance (Mi, 2009; Littleton, 2011). The information from feedback also serves as a good indication of how EFL students are progressing in learning the written language and, therefore, helps the teachers in diagnosing and assessing their students' difficult areas (Getchell, 2011; Asiri, 1996, Hino, 2006). Diagnosing and assessing students' difficult areas need rich resources.

However, it cannot be ignored that teachers have limited resources and also most teachers have lack of understanding on how to provide feedback (Konttinen, 2009). As a result, teachers' feedback has been found to be changeable, uncertain and exaggerating the negatives (Fregeau, 1999; Cohen, & Cavalcanti, 1990). In line with that, in Indonesia, most of the writing teachers have overloaded working hours due to the requirement to teach more than one class of the minimum 30 students, (cited in *Permendikbud No. 4 2015*). With this condition, Junning (2012) argues that with these overloaded working hours, teachers are not possibly able to correct the

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students' writing optimally and may result in less meaningful feedback given to the students. Because of the lack of resources, lack of understanding, and overloaded working hours, she claims that teachers in Indonesia also provide unclear and inconsistent feedback. But, it is only reasonable to expect feedback from the teachers in return since students are expected to give their time and energy in writing.

A number of experts had been conducted studies concerning feedback in writing. Some of them conducted studies in the area of feedback strategy (e.g. Budimlic, 2012; and Bitchener, Young, & Cameron, 2005) and feedback influences (e.g. Lee, 2008). Those previous studies are as follows.

Lee (2008) conducted a study which was aimed at investigating the reactions of students in two Hong Kong secondary classrooms to their teachers' feedback, focusing particularly on the factors that might have influenced their reactions. A different study came from Budimlic (2012) which attempted to examine what kind of written feedback teachers provide to help their pupils further. It dealt with written feedback on pupils' written texts and teachers' assessment practices and cognition.

Another study came from Bitchener, Young & Cameron (2005) which investigated whether the type of feedback (direct, explicit written feedback and student–researcher 5 minute individual conferences; direct, explicit written feedback only; no corrective feedback) given to 53 adult migrant students on three types of error (prepositions, the past simple tense, and the definite article) resulted in improved accuracy in new pieces of writing over a 12 week period.

Although several studies concerning feedback in writing have been conducted. In Indonesia, it is still lack of studies concerning teachers' feedback on students' writing. Thus, it is needed to analyze teachers' feedback on students' writing since it is essential to know how well the Indonesian teachers' writing ability to provide good feedback. When teachers can provide good feedback, it can also provide helpful revision for students' writing improvement (Keh, 1990). In giving feedback, teachers need to comprehend grammar and understand the text type to make their feedback good.

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Hence, this study aims to fill the above stated gap by analyzing the teachers' feedback on students' writings in one secondary school. Secondary school students are expected to write some text types. Thus, we can see in a book, titled *Kurikulum 2013 - Kompetensi Dasar* (2013) that several text types are taught in secondary school, one of them is recount text. A recount text, especially a personal recount is a text which retells activities in the past (Education Department of Western Australia, 1997 as cited in Emilia, 2010). That text type will be the focus of this study. This study will also investigate students' responses to teachers' feedback by using interview instrument.

1.2 Statement of Problem

The study is conducted to answer the following questions:

1. To what extent does the teachers' feedback on students' recount texts enhance the students' writing performances?

1.3 Aim of the Study

The study aims:

1. To reveal the extent to which the teachers' feedback on students' recount texts enhances the students' writing performances.

1.4 Scope of the Study

This study focuses on analyzing the extent to which the teachers' feedback on their students' recount texts enhances the students' writing performances and students' responses to the teachers' feedback of one public school in Cianjur. The analysis is done in terms of ways of providing feedback by using some relevant frameworks; there are the strategies of written corrective feedback from Ellis (2009) and Ferris (2006) and categories of feedback from Fathman & Whalley (1990) and Matsumura *et al.* (2002).

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1.5 Significances of the Research

This present study is an attempt to investigate the extent to which the teachers' feedback on students' recount texts enhances the students' writing performances and the students' responses to the feedback given. The result of this study is expected to give support to certain aspects. First, for the theoretical benefit, the result of this study is expected to enrich the current related theory and to provide a beneficial reference for further study on feedback in writing. Second, for practical benefit, it will contribute the information about how to analyze teachers' feedback. Third, for students, through this study they are expected to be able to improve their writing ability and realize their problems in writing recount text. The last, for teachers, through this study they are expected to be able to give the more appropriate feedback for students at a later time.

1.6 Clarification of Related Terms

a. Feedback

   Feedback can be defined as input from a reader to a writer with the effect of providing information to the writer for revision (Keh, 1990, p.294).

b. Writing

   Writing is producing something in written form so that people can read, perform and use it (Caroline, 2003).

c. Recount Text

   According to Knapp (2005), recount text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past.

d. Secondary School

   A school intermediate between elementary school and college and usually offering general, technical, vocational, or college-preparatory courses

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(Secondary school. (n.d.). Retrieved October 10, 2016, from http://www.merriam-webster.com/dictionary/secondary school)

1.7 Organization of the Paper

This research paper will consist of five chapters, namely:

Chapter 1 Introduction

This chapter of the research proposal presents a brief explanation of a whole content of the research including, background of the research, research questions, aims of the research, significances of the research, clarification of the related terms, and organization of the paper.

Chapter 2 Review of Related Literature

This chapter provides information about the references that related with the study of this research. The aim of this research is to match the facts and theories that relevance in the study.

Chapter 3 Research Methodology

This chapter consist the methods that will be conducted by the researcher. Research methodology in this study deals with participant and methods of selection, techniques of collecting data, research design, and data analysis.

Chapter 4 Finding and Discussions

This chapter will discuss findings of the study found from the explanation of document analysis and interviews.

Chapter 5 Conclusion and Suggestions

This chapter will discuss findings of the study found from the exploration of document analysis and interviews.

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