

CHAPTER I

INTRODUCTION

1.1. Basic Consideration

Communication is part of human existence. Communication can be directly undertaken in human life using language. Language is a system of communication consisting of a set of sounds and written symbols which are used by the people of a particular country for talking or writing (Collins Cobuld Essential English Dictionaries in Patel and Jain, 2008: 27). It clearly defines that communication not only can be carried out by talking or speaking, but also with writing.

Both speaking and writing have been already become skills in English language teaching which have to be taught to the students. Both of them are productive skills which need more creativity to reach good ability. Nevertheless, writing needs more attention to the structure and other required rules rather than speaking. Patel and Jain (2008) state that writing must be taught to the students and needs more practice to improve it. According to them writing skill is consolidating activity which is helpful to practice and improve students' vocabulary and sentence pattern.

Williams (2003) states that most people, especially students, tend to bring a lot of mistakes and poor technique in writing. Qualified teacher is the important person to overcome this problem. Patel and Jain (2008:147) classify how good English teacher has to be, such as; she or he must know the techniques of writing, she or he should always take interest in his students and become soft toward his students, and she or he must have ability to identify the mistakes of his students. It means that to develop students' ability in writing, English teacher not only should have good ability in writing, but also should have many ways and ideas to make students

interested in writing and surely the teacher also have to correct the students' writing works accurately.

Nowadays, learning English is not only conducted formally in the class. In Gorontalo State University, there is a dormitory namely Rusunawa which is also conducted English program inside. Actually this dormitory is populated by all female students who covered by Bidik Misi scholarship. Bidik Misi Scholarship is a kind of scholarship which given by Indonesia's government to a lot of students who have low economy but have good quality in academic activity. There are about twenty hundred students which come from different departments and faculties in Gorontalo State University who is stayed in Rusunawa. The program is conducted twice a week. English morning in the Wednesday morning, and English night in the Thursday night. Simple conversation, simple writing, and interpret the meaning of the song is three of many lessons that is given in Rusunawa.

Briefly, beside English, some programs also implemented in Rusunawa, such as boarding, hardskill, softskill, sport and healthy, and IT. All program in Rusunawa have some purposes. Boarding is a program which organizes students' daily activity and discipline. Hardskill is a program which sets the students knowledge externally, such as how to arrange good essay, how to have good discussion in the class, et cetera. Softskill is a program which manages and builds students' character internally to be good and successful students. Sport and health program is created for keeping students' health which is conducted by giving them some sport in the morning and afternoon. IT (Internet Technology) program aims to teach students about technology and internet to face globalization era, and English program have a goal to manage students' capability in using English, so when they graduate from Rusunawa they will be able to show their capability in using English outside, at least in their own department.

Each program has some lecturers and tutors who are responsible on their program. They conduct their responsibility based on Rector Decree. English program itself was executed by three lecturers, they are Mr. Novriyanto Napu S.Pd, M.App.Ling., Mr. Zulkifli Tanipu S.Pd, MA and Mr. Jefriyanto Saud S.Pd, MA. They are also assisted by two tutors who stay in Rusunawa, they are Silvana Panigoro and I.

When English program start running in Rusunawa, it is found out that there were a lot of students who brought poor ideas in their writing. It was observed from several activities, such as when they made some examples of sentences and wrote down a letter to ask for permission when they were able to attend the program. It may be caused by several things, not only the low motivation of students to write, but also the lack of teacher's technique to improve the ability of student in writing. As the person who has main role in English teaching, the teacher should motivate them with all interesting techniques, monitor directly students' writing process, and then give correction and feedback to their writing result.

Ur in Rianto (2010) says "in the context of teaching general, feedback is information which is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance". Feedback is very important for student to discover their weakness and improve their strength, so feedback will be very help students to correct both of them. In the process of teaching, there are a lot of teacher who rarely give feedback to the students; they just give the task or test and then collect and asses it for themselves and do not give the feedback toward the students' work. They are not totally considering that feedback really affects students' ability in writing, whereas Ip (2005) states that by telling students about their strength will motivate them to explore more their ability, and by explaining their weaknesses will also make them learn more about it, so they can reach good achievement.

According to Black and William (1998) feedback consists of judgmental and informative feedback. Judgmental feedback refers to scoring or giving rewards or punishment to the students' work. Scoring here is not the final mark of students ability which give by teacher in the end of class, but the point which given by teacher toward each students' work, in both of numeral and rating form (very good, good, enough, etc). Judgmental feedback just makes students have short thinking about their ability; they just will asses themselves according to the score, they will think that the students with good score is excellent students in writing and will be proud with their self without realize their weakness which have to improve, while the students with bad score will think that they are bad in writing and also will not have motivation to improve their ability in writing.

In addition, Black and William (1998) state that Informative feedback consists of two things, they are medal and mission. Medal is information about what they have done well and mission is information about what they need to improve. Informative feedback will make all of students feel accepted and appreciated, because teacher informing the medal which can tell students what they have done well, even give compliment toward it, and than explaining the mission which include some things that need to be improved, so students can be motivated and doing some efforts to improve their ability in writing.

But the truth is some teachers just always collect students' writing work, give score, even give some rewards to students which have good ability in writing, but there is no feedback or constructive comments toward students' weakness on writing itself. With the other words, some teachers just give judgmental feedback rather than informative feedback. This is supported by several conditions. Firstly, most of English department's students in sixth semester of 2008 stated that their lecturers are seldom to give informative feedback to their writing work, whereas all of

them need more informative feedback rather than judgmental feedback. Secondly, based on my personal experience about writing class, some lecturers are seldom to give informative feedback on students' work. I have ever gets title of respect as the runner up of ten best writers. There was an award but no feedback toward researcher's writing. I feel perfect in writing competency, whereas there are still many mistakes that never known. More closely supporter of statement above is an analysis on the Rusunawa students' experience about their writing activity and also teachers' feedback on their work when they were in Senior High School. Most of participants stated that their English teacher is less to give feedback on their writing work. It causes their writing capability is in the low level until now.

This condition inspires me to conduct a study in Rusunawa on informative feedback's impact to the students' process in writing short essay. Informative feedback will be used in analyzing Rusunawa's students writing result, to make them feel more appreciated and motivated to improve their weaknesses in writing, because English is not the major subject of most students in Rusunawa.

Therefore, by this study, the impact of giving informative feedback toward Rusunawa students' writing development process is formalized in the title **“The Impact of Informative Feedback Implementation toward Students' in Writing Short Essay”**.

1.2. **Research Question**

The problem can be formulated in the following questions:

1. How does informative feedback impact students' writing process?
2. What is the positive impact (strength) of Informative Feedback?
3. What is the negative impact (weakness) of Informative Feedback?

1.3. **The Objective of Research**

1. This research is conducted due to know how informative feedback impact Rusunawa's students writing process.
2. This research aims to know the positive impact (strength) of informative feedback.
3. This research also aims to know the positive impacts (weakness) of informative feedback.

1.4. **The Significance of Research**

1. For English department's lecturers, hopefully this research will be contributive suggestion in using Informative Feedback not only in correcting students' writing work, whether in Writing 1, Writing 2, Writing 3, and Writing 4, but also in other lectures.
2. For lecturers and tutors who are responsible for the English Program of Rusunawa, hopefully this research can be positive advice to using informative feedback toward Rusunawa student's work, especially writing.

3. For English department's students, hopefully this research will be information for them about what is feedback and the importance of informative feedback, at least in writing class when the teacher forget give the informative feedback they can ask it themselves. For Students in the last semester who carry out PPL 2, hopefully this research can be awareness media for them to start applying informative feedback in the teaching process.
4. For all of Rusunawa's occupants beside English department students, hopefully this research can make them realize the importance of Informative Feedback, so when their lecturers forget to give the informative feedback, they can ask it themselves, in all of subjects in their departments.
5. This research hopefully can improve students' self confidence, motivation, even ability in writing as the result of informative feedback which is given.
6. The topic of writing that will be carried out in the research such as "The future me" and "A special talent" hopefully can be collaborative and can be the media for the team management of softskill and art program to guide Rusunawa's occupants self based on their talent and dream. These topics also hopefully can be the media for participants to express their talent, because most of them are shy to tell directly and perform their talent in the public. By their writing, the management team of all programs in Rusunawa can know their talent and motivate them to keep and improve their talent.

1.5. Delimitation of study

There is a weakness of this research, it will be explained below.

In this research, I did not do pre-test, treatment, and post-test. In this case, Informative feedback that I implemented on students' writing just aims to make them know and more understand how the informative feedback is. Therefore, the data is not statically analyzed.