

Chapter I

Introduction

This chapter consists of basic consideration, problem statement, reason for choosing the topic, the objective of study, and the scope of study.

Basic Consideration

The curriculum of educational unit emphasized that learning English is aimed to increase students' ability to communicate orally or in writing properly. If it is seen the standard of competence, the subjects of English language can be described in terms of students' mastery of linguistic knowledge and a positive attitude towards the language as communication.

Learning English is more emphasized on the acquisition of the four language skills. Namely; listening, speaking, reading, and writing. Thus, it can be interpreted that the estuary end of learning the four language skills are accustomed to mastery of four language skills as life skills to be controlled by students.

Based on classroom observation and interviews with teachers and students, it can be identified that the problems associated with the acquisition of the four skills they are writing, listening, reading and speaking. The problems that were identified, the most urgent and most difficult to deal with student is writing skill. In the writing skill students are required according to the systematic and use of English. This is triggered by the student does not master of diction, correct sentence structure and less understanding of systematic.

Eventhough the focus has been shifted, the researcher still find the fact as have been mentioned above in the real classroom that students still difficulties in doing writing. Most of them cannot write well, not only they do not mastery vocabularies or grammar, but also due to some issues related to their psychological problems, such as the acquisition of second language, foreign

language and interference of mother tongue. This also supported by Pateda (1989) stated that interference of mother tongue is one of factors someone commit errors or mistakes. It is supported that the teacher is the main focus of teaching and learning process. In connection with this, the researcher tried to see how the giving feedback in students' writing by collaborating with teachers and students. Thus, the difficulties faced by students are expected to be resolved.

Through the feedback, the students are expected to feel ownership of the learning process, while teachers are expected to create conditions in which students feel comfortable to learn. Therefore, written feedback is expected to help the understanding of students in writing and to motivate students in interaction with their friends in the classroom.

By the time students are able to perform the duties and have understanding of what they had done, then at that time the teacher should not present a challenge because the students have learned something in keeping with the goals and expectations of the teacher. According to Adang Suherman in Didin (2007) at the time the teacher can provide feedback as an effort to observe the students concerned with how it performs and what activities should be done to improve the ability of the student.

According to Didin (2007) Good teacher should be honest to show his observations in providing students' ability by telling the truth in a way that does not make students worse off, the more insecure due to loss of confidence in him. For example, teacher should avoid the words "you cannot", "you do not understand anything", but expressed with the word "you should not" when the students are not able to carry out duties in accordance with the purpose of learning and teacher expectations. The most important thing to mention is the teacher still has a consistent stance on speech and behavior. A good teacher is who always trying to listen and pay attention to all that expressed the students to improve the learning performance. A good teacher is one who was able to understand and accept the feelings of others (empathy), including feelings of students.

Indicators contained in effective communication as describe above is actually a process of

giving feedback or feedback that teacher do during the learning process. By understanding these concepts the feedback will be provided on target. In connection with this, the researcher will conduct a research by title “a descriptive study of written feedback in students’ writing skill”.

Problem Statement

The problem of this study are:

- a. How is the teacher's giving of written feedback toward students’ writing?
- b. How the students’ perspective toward giving of written feedback from teacher.

Reasons for Choosing the Topic

The topic is choosing based on following reasons:

- a. The researcher wants to know how the written feedback in students’ writing skill.
- b. Giving feedback is really important for students, to know the weakness of their writing skill.

The Objective of Study

This study is aimed at obtaining the actual information about teacher's written feedback towards students’ writing skill and students perspective toward giving of written feedback from teacher. This research is expected may help the teacher in providing information to find a solution which probably solves students’ writing skill in English.

The Scope of Study

This study is conducted in Mts of Hidayatullah Gorontalo and focused on written feedback in students writing.

The Significances of Study

The significances of this study are:

- a. This study would help the teacher in providing information about students' perception in giving of written feedback.
- b. This study would help the students in improving their writing skill.
- c. This study is developed as a starting point to carry out the other research especially on giving feedback method.