Chapter I

Introduction

This chapter provides the basic consideration of research, the problem statement, the objective of research, the scope of research, significance of research and the organization of skripsi.

Basic Consideration

English is one of the subjects that has to be taught to the students. Nowadays, English subject is not only introduced in elementary school, but also in kindergarten or playgroup. The reason of why is English has to be taught earlier because English is an international language. By mastering English, the students will be able to compete in the globalization era and also they are easy to access information and technology in the world.

There are many problems found in English learning, one of them is the lackness of students' motivation in learning English, because some of students regard that learning English is difficult. It happens because the teacher using monotonous technique in increasing the student's ability in English. Teacher plays important role to determine the quantity and quality of teaching learning process. Consequently, the teacher must make a plan in increasing the opportunities of learning for the students and to fix the teaching quality. The teaching quality can be measured by the student's achievement at the end of the lesson whether the students' can reach a good achievement or not. It depends on the teacher performance also situation in the classroom. The English teaching and learning situation can influence the students' motivation. The students will be motivated to

learn when the teacher uses the interesting strategies, giving appreciate, response, also giving feedback to improve the students ability in learning English itself. However there are some teachers that rarely in giving feedback to the students. Sometimes, the teacher ignored giving feedback to the students.

Hattie and Timperley (2007, p.81) stated that "feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspect of one's performance or understanding". Based on that statement, it can be concluded that feedback contains of information which is given to someone based on their work or performance. In learning process, feedback is important for the students. When the students receiving feedback from the teacher, the students will know their ability and measure their strength also weakness. It will help them to assess their works and performance. This can make them having motivation to learn. According to Brookhart (2008, p.2) feedback can be powerful if done well. The power of formative lies in its double - barreled approach, addressing both cognitive and motivational factors at the same time. A good feedback gives the students information what they need so they can understand where they are in their learning and what to do next – cognitive factor. Once they understand what to do and why, most of students develop a feeling that they have control over they own learning – the motivational factor.

Askew (2000, p.23) divided feedback into two kinds, those are evaluative feedback and descriptive feedback. Evaluative feedback consists of giving rewards and punishments also expressing approval and dissapproval. Descriptive feedback is different from evaluative feedback. It does not just give rewards to the

students' work but consists of telling to the students that what they have done right or wrong, describing why their answer is correct, tells the students' have achieved or have not achieved yet, specifying or implying a better way of doing something and getting the student to suggest ways they can improve.

Based on my experience when followed teaching practice II at SMP Negeri 10 Gorontalo in class observation I found that some teachers seldom give a descriptive feedback to students. The truth is the teacher asked the students to answer the task in the students' worksheet, then collect it, and giving a score then write down the students' score in a list of teacher's daily assessment without giving constructive comments towards the student's work. In addition, sometimes in oral activities the teacher asked the students to answer a question when the students answer the question, the teacher just respond by expressing "ok", "thankyou", "good", "other answer?". The teacher did not tell why they are right or wrong in answering the question also the teacher did not explain why their answer is correct.

This condition made the students assess their ability by the point also rewards that is given to them. If they got good score they might think that they are in a good level. They did not realize there are still many mistake that could be improved. It means the teacher often use evaluative feedback more than descriptive feedback. Askew (2000, p.25) said that evaluative feedback must accompanied with descriptive feedback. In this part, descriptive feedback could be verbal or non verbal. So, beside the students got score towards their work or

performance, the students will discover their strength and weakness and know what is might be improved.

Based on explanation above, I want to know more detail and describe the use of descriptive feedback based on its characteristics to the English teaching process in order to make the students' feel more motivated and to improve their ability in learning English. So, I formulate the title in this research is **The Use of Descriptive Feedback by the Teacher in English Teaching and Learning Process**.

Problem Statement

Refers to the explanation above, then I formulate the problem statement as follow : "How do the teachers use descriptive feedback in English teaching and learning process?"

The Objective of Research

The objective of research is to describe about the use of descriptive feedback based on its characteristics by the teacher in English teaching and learning process.

The Scope of Research

Feedback consist of two kinds they are evaluative feedback and descriptive feedback. I made a limitation in this research that focus on the use of descriptive feedback by the teacher in English teaching and learning process.

Significances of Research

The significances of research are completely describe below :

1. The result of this research can be used or become inputs and information for the English teacher especially in teacher's performance during teaching and learning process also in giving descriptive feedback to the students.

2. This research hopefully can improve the students' motivation to reach a good achievements in English learning process.

3. As information to the readers about the importance of descriptive feedback.

The Organization of Skripsi

The writer would like to organize this skripsi into five chapters. They are as follows :

Chapter I is introduction. It involves basic consideration, problem statement, the objective of research, the scope of research, significance of research and the organization of skripsi.

Chapter II is theoritical review. This chapter deal with some theories concerning the topics. This chapter involves the definition of teaching, the concept of feedback which divided into the definition of feedback and kinds of feedback, feedback in English teaching and learning process and the relevance of study.

Chapter III is methodology of research. It include method of research, subject of research, technique of collecting the data and technique of analyzing the data.

Chapter IV is the research findings and disscussion.

Chapter V is conclusion and suggestion.