

CHAPTER 1

INTRODUCTION

In this chapter the writer would like to present background of the study, statement of the problem, objective of the study, the significance of the study, scope and limitation, and defenition of the terms.

1.1 Background of the Study

Learning English is very important since it becomes an international language which is spoken by many people around the world today. English is used in, education, science, business, tourism, computer technology, internet, and international meeting. Christal (2003: 110) states that English is the medium of a great deal of the world's knowledge, especially in science and technology. Based on this reasons above English is taught and learned in Indonesia as the first language through formal education process such as school, university and informal education such as courses. Even though, both of them are taught in the different ways but they have the same goal that is to be proficient in English. English is taught from kindergarten until university level.

In learning English as a foreign language, the students should recognize the structure in general, and in sentence patterns, and used them on the four skills; listening, speaking, reading and writing. According to Huda (1999) the teaching of English is required from primary and secondary level as a preparation for the further education.

Teaching writing is very important of foreign language learning. Writing however, is the most difficult skill for foreign language learners to master (Richards, 2002). The main reason is because of the writing system of English language is different from bahasa Indonesia. English has its own grammatical system. For example, when a student speaks about his past experience in English, he has to pay attention to the grammatical sentence that using past tense. In fact, the students do not consider the tense because in bahasa Indonesia there are no tenses, since English is not the first language of Indonesians it is quite difficult for them to make sentences. Therefore, it is essential that language teachers pay great attention on the way of teaching writing.

However, learning how to write well is very important for the students. Through writing practices, students can develop their ability to put their ideas or opinions into sentences. (Depdiknas: 2006). In terms of writing skill, students are expected to develop their skills in expressing meaning and rhetorical structures through simple text using written language varieties accurately in daily life context to interact with others.

Recount text is one of the texts to express or convey past experiences. Talking past experiences is common. When students have a break time at school, they always spend time telling their past to one another. They describe those events in words based on what they feel, see, and remember. Then, the students tell the experience in different action and style of language according to their experience in the past. It means that they always produce recount discourse in their daily life.

The problems of writing recount text in English that the students do not produce the sentence in the correct way or produce a good text. Although, the students know about the topic to write but they cannot express and develop their ideas in a good form. Because of this problem above, students still cannot create a good sentence special in recount text.

Regarding the problem faced by the student's at SMA N 3 Kupang in writing skill, it needs to change the condition into the better one. One of the ways to improve the students' writing skill is through feedback. Magno and Amarles (2011) stated that feedback plays a central role in developing writing proficiency among second language learners. After a teacher gives feedback to the students' writing, the students can know and realize that they make a mistake. Feris and Robert (in Ellis,2008) direct feedback is good for students writing of a low proficiency level. In the direct feedback technique, the teacher gives the correct form of the mistakes made by the students so that they can know and correct directly the mistakes.

In consider to this situation, it is interesting to observe the teachers' direct feedback and students' writing and their response after they get direct feedback from their teacher. This study is designed to help and make students more interested to improve writing proficiency through the entitle **Teachers' Direct Feedback in Improving Students' Writing Skill at SMAN 3 Kupang in the School Year 2018/2019**. This study is action research involving the students in grade X science 8 and the English teacher of the class.

1.2 Statement of the Problems

Based on the background of this study, the writer formulated the problems statement in form of the questions:

1. How is direct feedback used to improve the writing skill of the X grade students of SMA N 3 Kupang?
2. Is the Direct feedback effective or not in improving writing skill of the X grade students of SMA N 3 Kupang?

1.3 Objective of the Study

Based on the questions in the statement above, the objectives of the study are as follows

1. To find out the way of direct feedback strategy being used to improve students' writing skill of the X grade of SMA N 3 Kupang in the school year 2018/2019
2. To know whether the direct feedback is effective or not in improving students' writing skill of the X grade of SMA N 3 Kupang in the school year 2018/2019.

1.4 Significance of the Study

These results of the study are useful for:

1. The English teacher of SMA N 3 Kupang

This study gives reference and also a model in implementing the teachers' direct feedback which is used to correct the students writing during the learning process.

2. The students of SMA N 3 Kupang

This study gives useful input about the feedback strategy to improve their writing skill during the learning process.

3. The researcher

This study can give more knowledge regarding how to improve students' writing skill in the process of writing learning and can be used as a reference for the future.

1.5 Scope and Limitation

This study focused on direct feedback strategy to improve students' writing skill. In this case, the writer used one class as the sample; it is X grade students of SMA N 3 Kupang which is consisted 36 students. This research focused on the implementation of teachers' direct feedback in improving students writing skill in recount text because the teacher gives the correct form of the mistakes made by the students in their writing. So, they can know their mistakes and also the correct form directly. The aspects that will be analyzed are form, content and general comments. The material was adopted from the school based on K13 for senior high school. The topic of recount text was about biography.

1.6 Definition of the Terms

To help the readers understand this study, the writer presented some definition of terms used in this study.

1. Ability

Ability is the capacity or power of someone physically or mentally that can be developed through optimum exercise (Chaplin, in Peloi, 2006). In this study ability means the capacity of the students Grade X science 8 at SMA N 3 Kupang in writing recount text.

2. Writing

According to White (1986:10) writing is the process of expressing the ideas, information, knowledge, or experience and understanding the writing to acquire the knowledge or some information to share and learn. In this study, writing is the process of expressing the ideas, knowledge and experience of the students grade X science 8 at SMA N 3 Kupang through recount text as the the topic chosen.

3. Writing Skill

Writing is the skill that processed by human being to produce his or her ideas and thought into written forms, in Brown (as cited that in Emili and Nathalie, 2007. 335) he states that, a simplistic view of writing would assume that written language is simply the graphic representation of spoken language. Related to this study, the writing skill of the students grade X science 8 at SMAN 3 Kupang to produce their ideas through recount text as the topic chosen.

4. Recount Text

Is the type of text that is usually taught at school. Yuniadi (2008: 42) stated that recount text is a text that retells events or an experience happened in the past.

Related to the study, recount text is a text to improve students writing skill of the students grade X IPA 8 at SMAN 3 Kupang.

5. Direct Feedback

Direct feedback is a strategy of providing feedback to students to help them correct their errors by providing the correct linguistic form (Ferris, 2006) or linguistic structure of the target language. Ellis (2008), Lee (2005) adds that direct feedback may be appropriate for beginner students. Related to this study, direct feedback may be help the students grade X IPA 8 at SMA N 3 Kupang.

6. SMAN 3 Kupang

SMAN 3 Kupang is one of the public schools in Kupang and located in Oebobo sub district.