

CHAPTER I

INTRODUCTION

1.1 Background of the study

Draft of student's writing with feedbacks provided by the teacher is very important in the world of education, with provided feedback students can refine and hence produce a good writing. Further, it may encourage students to increase effort, motivation and involvement to reduce the discrepancy between current achievements and goals to be achieved, and be able to get new information about the lesson. Writing is one of the main skills in English, which is very important in the learning process through writing students can express their ideas. Thus, writing is very useful for everyone. Students especially for those who find it difficult to speak, can use writing as a medium to express ideas. However not every student has good ability to write their ideas well.

Therefore to improve the students' writing ability, the teacher is required to provide feedback for each student's writing either indirectly (Via email, via WA and others) or directly. Direct feedback means that the teacher provides direct feedback on student writing paper and can find out student errors in detail while indirect feedback means students provide feedback in general without looking at student writing error in detail. Student should respond to the feedback that is accepted and there are revisions. Mistakes, many of them are made indirectly and are critically seen to be revised. In addition, they trigger their motivation on learning.

Talking about teachers' feedback in writing, indeed we talk about the types of feedback used by the teacher, how the teacher provides feedback and finally how students accommodate the feedback given by the teacher. Curriculum 13 is the applicable curriculum in the Indonesian Education System. This curriculum is a curriculum that is still being applied by the government to implement the 2006

Curriculum which has been implemented for approximately 6 years. The 2013 curriculum entered its probationary period in 2013 by turning several schools into pilot schools. The 2013 curriculum has four aspects of assessment, namely aspects of knowledge, aspects of skills, aspects of attitudes, and behavior. In the 2013 curriculum, especially in English learning materials, there are, various writing activities.

Teacher's feedback in writing is also an educational tool that can enhance the quality of students' writing (Cetinkaya, 2015; Chiang, 2004; Graham et al., 2015; Lipnevich & Smith, 2009; Parr & Timperley, 2010). We see from the expert's understanding that teacher feedback about writing is very important because every student has different abilities so that feedback from the teacher plays an important role in helping students develop their knowledge better. The benefits that students can get from teacher feedback are students can find out new information, and students can also learn from the mistakes they make and can correct them again.

Teacher feedback on writing can be a “constructive assessment of a text: an evaluation that leads to a student's future writing and developing the writing process” (Hyland, K., & Hyland, F.,2019). Feedback from the teacher plays an important role in education because it can help students to write and develop their material better. Teachers can also adopt innovative feedback strategies, such as: focused written corrective feedback and peer and self-feedback, which encourage students to monitor, organize, and review their own writing. The way that teachers structure the writing classroom and the type of feedback they give will no doubt determine how their students approach the writing process, view feedback, and make revisions to their writing (Zamel ,1983).

The influence that students get from written teacher feedback is very good and important and can help students develop their knowledge better and the teacher himself can balance the abilities of each student with the material he provides. Feedback from the teacher on student writing is very important so that students can

find out their mistakes and can improve their writing in accordance with the improvements provided by the teacher and these students can increase knowledge about the material being taught. Based on the background about the writer would like to conduct a study entitled “English Teachers feedback on students writing of descriptive text”.

1.2 Research Problem

Based on the background above, the research problem of this study is:
What are the types of teacher’s feedback on students’ writing of descriptive text?

1.3 The Objective of the study

Going in line with the problem statements above, this study has one objective, namely to find out the types of teachers feedback on students’ writing of descriptive text.

1.4 The Significance of the study

This study that in future teacher give feedback in the general and indirect but future receive can use direct feedback.