

CHAPTER I

INTRODUCTION

This chapter presents the research background, research problem, research objective, operational definition, research significance, and research scope.

1.1 Research Background

In general, writing is an indication of a student's language skills, but also a means to expand knowledge and improve language skills. Writing can be improved by the improvement of three other skills, namely coexistence and complementarity relationships. However, in the practice of teaching English, student writing is the least satisfactory part, especially for junior high school students, whose writing is slightly inferior to reading and listening, which is far from the purpose of teaching. Therefore, teachers and researchers need to find new and effective ways to improve students' writing skills to deal with new curriculum reform trends.

According to Lee (2017) corrective feedback is undeniably essential to facilitate L2 knowledge, as mistakes and errors are expected in all stages of learning. Feedback in writing may encompass many aspects of writing, including composition skills, style, organization, content, and others, although there have been changing perceptions on effective and meaningful ways to give students feedback. Teacher feedback, one of the main ways to promote student language learning, has attracted more researcher' attention. The teacher's feedback on the

evaluation and correction of writing students is to expect the student to issue the language in response to the information provided by the teacher, and the student output again, not only testing the hypothesis, correcting the error, but also learning the language again. For learners, effective teacher feedback makes students feel that the composition attracts the attention of teachers. It can stimulate students' interests and motivations in writing more broadly, and can also make students pay attention to mistakes and understand the gap between their own output and the target language, which is more conducive to improving the performance of English writing.

In this research, finding that the school rarely applied the teacher corrective feedback in writing recount text especially in vocabulary. Although there has been a gradual move towards a more communicative classroom in education system in this class, the way students learning writing still focuses on the form. Without accurate grammar, and choosing the correct vocabulary students cannot get high marks. Based on the explanation above the research will be conducting by the title "The Influence of Teacher Corrective Feedback of Students Vocabulary Mastery on Writing English Text in MTS Unggulan Al Qodiri 1 Jember in 2022/2023 Academic Year. This school is choosen because of the class is appropriate in applying teacher corrective feedback because the students already receive the material which is recount text from the English teacher.

1.2 Research Problem

From the background above, it concludes the problem of the research as follow:

Is there any significant influence of using teacher corrective feedback of students vocabulary mastery on writing English text at eight grade students?

1.3 Research Objective

The objective of this research is to find out the influence of teacher corrective feedback of students vocabulary mastery on writing English text at eight grade students of MTS Unggulan Al Qodiri 1 Jember in 2022/2023 Academic Year.

1.4 Operational Definition

1.4.1 Teacher Corrective Feedback

Teacher corrective feedback is feedback given by the teacher to the students to show that there is an error in their assignment. The feedback given by the teacher in this study is written comment.

1.4.2 Students' Vocabulary Mastery

Students' vocabulary mastery are the ability to understand English vocabulary. In this research, students' vocabulary ability means the students' score of vocabulary test after getting teacher corrective feedback.

1.5 Research Significance

The significance of this research is theoretical and practical.

1.5.1 The first is theoretical Significan.

For the students, the result of this research is expected to give them new experience in English learning, especially in learning vocabulary so they can be more motivated to develop their abilities.

This is also as input and information for the teacher how the way to give students new method to make students more interested in learning writing.

1.5.2 The second is practical Significan.

Practical significant as input to the English teachers in order to apply some new methods given by the students in teaching and learning process, especially in writing skill. The results of the research are expected to give contribution to the English teacher and the students. The research to be useful for the practical contribution to help the teacher to be the main stimulator in teaching learning process, and as the teacher, they should be much more creative in deciding strategies in learning activities, especially in teaching writing skill, so that students will not be bored in writing activity.

For the researcher, the result of this research can develop the experience related to the knowledge in research on education and English teaching, especially for learning vocabulary.

1.6 Research Scope

The subject of this research is the eight grade students of MTS Unggulan Al Qodiri 1 Jember in 2022/2023 Academic Year.

The scope of the research is to find out whether teacher corrective feedback has an effect or not on students' vocabulary mastery in writing English text. Students' vocabulary mastery include how to write correct and appropriate vocabulary.



