CHAPTER I

INTRODUCTION

This chapter discusses some issues related to the topic of the research. They are the background, problem of the research, operational definition of the terms, the significance and scope of the research.

1.1 Background of the Research

Writing is one of the most powerful communication tools we use today in our life. It is a process of transforming thoughts and ideas into written form. Writing skill is complex and difficult to teach, many students think that writing is complicated to be learnt. Therefore, it makes the assumption that writing may be considered as the most difficult among the language skills. Consequently, writing has became a big problem which put students into trouble as shown by errors made in both the arrange the sentence structure and compose the language so students cannot write topics of their writing correctly, especially for L2/FL learners who basically learn foreign language as their second language. They should firstly consider many things before put their ideas into written text. Hyland (2003: 3) stated that learning to write in a foreign or second language mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts. Many writers also presented that actually writing is a difficult to be mastered, the difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text (Richard, 2002: 303)

Based on the preliminary study and observation at MA Ma'arif NU Kencong, it was found that the tenth grade student of MA Ma'arif NU Kencong had fair to poor writing abilities. It was proven that the average writing score which was got by the students was 60 in which the minimum score for writing achievement set by the school is 70. This score is based on pre-test which was conducted for the tenth grade student of MA Ma'arif NU Kencong in March 22nd, 2016. Based on the errors made by the students, it can be seen that their problem is still classical, they still lack in sentence structure including grammar, mechanic, vocabulary and organization. Thus, the researcher assumes that they need a particular action in case to improve their writing achievement.

As the result of the preliminary study above, the researcher decided to use written feedback to improve students' writing ability. Feedback purposes to give valuable response in form of symbols and abbreviations to students' written product which has many errors. Ur (1991: 242) defines feedback as information that is given to the learners about their performance of the learning task, usually with the objective of improving their performance. Regarding on the students problems are still rely on grammar, mechanic, vocabulary, and organization, therefore the researcher assumes that written feedback can improve students' writing ability by giving indirect appropriate symbols and abbreviations on their grammatical, mechanical, vocabulary, and organization errors then they will analyze and revise it by themselves. Therefore, they will be able to remember their errors and do not make the same error in the future writing. It can help to improve and remind their self-efficacy in writing as well.

1.2 Problem of the Research

Related to the background of the study, the problem of the study is formulated as follows: "Can the implementation of Written Feedback significantly improve students' writing ability?"

1.3 Objective of the Research

In line with the problem of the study, the objective is to find out whether Written Feedback can improve students' writing ability.

1.4 Operational Definition of the Term

It will provide a guideline to understand the variable of the research in operational form. In this research, the variables are written feedback and writing ability.

1.4.1 Written Feedback

Written feedback is teachers' technique in the process approach which is used to give valuable written feedback in form of symbols and abbreviations to the aspects of grammar, vocabulary and organization for conducting self-revision.

1.4.2 Writing Ability

Writing ability in this research is students' ability in putting their ideas and arranging words as well as sentences about their imagination over something into a readable descriptive text in which the student should consider the aspects include grammar, vocabulary, mechanics and organization.

1.5 Significance of the Research

The findings of the study are expected to be useful for:

1. English teachers to maximize the students' achievement in writing by using written feedback

2. Students to improve their writing ability.

3. Other researchers who are interested in conducting further study or research related to the improvement of students' writing ability.

1.6 Scope of the Research

Scope of this research is the implementation of written feedback to improve the tenth grade students' writing ability. This research will be conducted for the tenth grade student of senior high school at MA Maarif NU Kencong in the 2015-2016 academic year.