

CHAPTER 1

INTRODUCTION

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

1.1. Background of the Research

Writing is a tool of communication for individual or organization. Mastering English writing skill is important because a good writing can easily transfer writer's information, idea or message. Writing can be a media or a learning tool because in writing students must use their knowledge of grammatical, idiom, and vocabulary. Teaching writing skills in schools have 2 important benefits. First, writing is a skill which can demonstrate the ability to use strategy such as planning, evaluating and revising. Second, writing can be a mean to extend and deepen students knowledge. Writing is a tool to learn a lesson. Many writers also presented that actually writing is difficult to be mastered, the difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text (Richard and Renandya, 2002:303)

Based on *kurikulum tingkat satuan pendidikan* (2006:112) "KD 1.3 Describing a things, people, characteristic, time, day, month, and year". It means that the students are expected to express their idea to describe people, goods, time, months, years and etc into readable text or written form.

Based on preliminary study and observation at SMK Nuris Jember, it was found that the tenth grade TKJ A students of SMK Nuris Jember has low writing ability. It was proven that only 53% (16) of 30 students which got 75 which is the minimum score for all English skills set by teachers. This score is based on the score of general English from the teacher. There are no specific score for writing in there because the teacher only teach general English. When the tenth grade TKJ A students write some sentences there are many mistakes in vocabulary, mechanics, organization and grammar. They got difficulties when they asked to write paragraph. The observation was held with some activity such as interview the teacher and doing observation during the teaching and learning process in the class which is done by teacher.

According to English teacher of SMK Nuris Jember, the problem which is faced by students is aspect of writing that is grammar, vocabulary, mechanics, and organization. The students difficulties is caused because they lack of experiences to compose English writing. Thus, when the students write a text, they didn't know which one is correct and incorrect based on grammar because the students only asked to submit their writing and the teacher never give a feedback of students writing.

Based on the result from the preliminary study above, there is a method to solve the problem faced by tenth grade TKJ A students of SMK Nuris Jember that is teachers Oral Feedback. According to Riddell (2001) in Maolida (2013:117) teachers should focus their correction only on mistakes involving the target language, repeated common mistakes, and significant mistakes. Teachers should focuses on oral positive and corrective feedback used in the classroom interaction. Positive feedback confirms

that a students' response is correct and it functions as affective support to maintain or improve the students motivation to learn. Negative feedback can mean signals that an error has occurred, and it is intentionally used to correct the students' error in writing. Oral Feedback have a potential effect for students' writing skills, because in oral feedback teachers can monitor, guide, and correct students' writing in the problem of grammar, structure, word order, and punctuation. Oral Feedback is a strategy which focuses on the learners of English as foreign language. In everyday classroom interaction, teachers' oral feedback plays a critical role in understanding, creating and sustaining patterns of communication which facilitates second language acquisition which can help student to make writing more easier. By motivating and encouraging students to write more, the teacher provides students with a positive circumstance to improve their writing ability. With the role of teacher monitoring students writing activity, students become more relax and free to write because there is someone who check their error in writing. According to the statement above, the researcher is interested to conduct the research about oral feedback to solve the students writing ability.

1.2.Problem of the Research

In relation to the background of the study, the problem of the study is formulated as follows: "How can the Oral Feedback improve the tenth grade TKJ A students' writing ability at SMK Nuris Jember?"

1.3. Objectives of the Research

In line with the problem of the research, the objectives of this research is to improve the students' writing ability of SMK Nuris Jember through Oral Feedback.

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 oral feedback and writing ability.

1.4.1 Oral Feedback

Oral Feedback is a positive and negative direct correction to the students' first draft which is tell or give a hint to students mistake in their writing. In positive direct feedback, the teacher give them reward by applause the students or give a word "good/very good". In negative direct feedback, the teacher gives a correct form of the mistake made by students so that they can know and correct directly the mistake. And after students got some of feedback they will do revision to make a final good writing. The focus of the correcting mistake in Oral Feedback is Grammar, Vocabulary, Mechanics, and Organization.

1.4.2 Writing Ability

Writing ability in this research refers to students ability to write or make a paragraph of descriptive text. The components or aspects which is scored from students writing skills are grammar, vocabulary, mechanics, fluency, organization.

1.5. Significance of the Research

The results of this research is expected to give contribution to English teacher, students and the future researcher.

1. For the English Teacher

The result of the research may be useful as input or consideration to apply Oral Feedback to improve Student's writing ability.

2. For the students

The feedback which is given by teacher may useful for students to consider many aspect before writing and as a basic to begin to develop their writing.

3. For future researcher

the result of the research is expected to be useful as a reference to conduct the same research design in order to strengthen the fact that oral feedback can improve students writing ability.

1.6. The Scope of the Research

Scope of this research is the implementation of Oral Feedback to improve the students' writing ability. This research will be conducted for the tenth grade TKJ A students of SMK Nuris Jember in the 2015-2016 academic year. TKJ A in here is stand for Teknik Komputer Jaringan.