

CHAPTER I INTRODUCTION

This chapter consists of background of the research, the research problem, the objective of the research, the operational definition, the significance of the research, the scope and the limitation of the research.

1.1 Background of the Research

In learning a second or foreign language such as English which is known as the biggest of lingua franca and has become the primary subject in the school of Indonesia, there are some competences or skills that must be mastered by the learners, namely listening, speaking, writing and reading. Writing can be considered to be very important skills among other skill of English for the student to be mastered, because good at writing can help them study other skills in English more effectively (Ningsih, 2016:129).

Writing is an activity of using the language to express the ideas, feelings, and opinions in the form of writing. People write every day for different purposes such as writing letters, doing school task, writing literature works, and many else. Writing is used for a wide variety of purpose it is produced in many different forms (Harmer, 2004: 4). It can be said writing can be used by people on purpose to deliver the ideas besides another productive skill, speaking. Through writing, people can share everything without being afraid as speaking in front of the other people.

Based on curriculum 2013, the teaching learning process was centered on the students, a teacher was a facilitator. Students were expected to be able to write some kind of genres of writing. They were narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, news items, review, spoof, and anecdote. But in fact, it did not run well on students learning center, not all student were able to work in group or individually in teaching learning process and write properly. The students usually get difficulty in starting their writing. They have some difficulties in organizing the paragraph and grammatical use. Almost all the students have difficulties in explore their idea to write a paragraph. There are many mistakes in their writing in grammar, diction and also lack vocabulary.

Harmer (2004:13) says that process writing is not an easy option for students or teachers. This might be caused by some factors such as the teaching technique or method used by the teachers. The monotonous condition in classroom and the way the English teachers in delivering the material of writing were make the students frustration. So they were not interested and less active in teaching learning process.

Based on the preliminary research, the researcher found the students' problem especially in writing ability. The standard English score based on curriculum is 75, but there were many students that did not reach it yet. It caused some students factors that have been explain before and the teachers did not give the interesting activities that make students be interest in writing. Based on the problem above, the researcher offered a suitable solution to overcome the

problem. The researcher tried to use Teacher Written Feedback Technique to give their motivation and direction to develop their writing.

Srichanyachon, 2012 in Bijami (2016:60) says that Teacher Written Feedback on the students' writing indicates the problems and provides a good suggestion for improvement of future writing task; moreover, via feedback the teacher can help students to compare their writing with the ideal draft and recognize their own strength and weaknesses. This technique provides students with the opportunities to be able to develop their motivation in exploring their ideas in making paragraph and can help student to planning their paragraph and revising their draft become good paragraph. In addition, this technique will make the students feel challenging when they get comments, suggestions and question from teacher that have been written on their draft.

Based on the above explanation, the researcher wants to make action research to know how Teacher Written Feedback Technique can improve students' writing ability. So, the research conducts an action research with the title "Improving students' writing ability by using Teacher Written Feedback Technique at SMA Muhammadiyah 3 Jember in 2016/2017academic year"

1.2 Problem of the Research

Based on the background of the research above, the problem of the research to be formulated in this study are:

1. "How can Teacher Written Feedback Technique improve the writing ability at tenth grade students' of SMA Muhammadiyah 3 Jember in 2016/2017 academic year?"

2. How can the use of Teacher Written Feedback Technique improve the tenth grade students' active participation in writing teaching and learning process.

1.3 Objective of the Research

Based on the problem of the research above, the objective of the research are;

1. To improve the tenth grade students writing ability through Teacher Written Feedback Technique at SMA Muhammadiyah 3 Jember in 2016/2017 academic year.
2. To encourage the tenth grade students' to be more active in writing teaching and learning process through Teacher Written Feedback Technique.

1.4 Operational Definitions

There are two terms that are needed to define operationally in order to provide clear illustration about the variables.

1.4.1 Teacher Written Feedback

Teacher Written Feedback is the form of written comment, suggestions, critics, praise and questions from the teacher on the students' paper. Its gives the student opportunities to asking and communicate their plan and their ideas when they are starting write a paragraph. The researcher modify the technique by providing discussion in teaching learning process.

1.4.2 Writing ability

Writing ability refers to students' writing ability in writing recount text. It is a process of transforming thought and ideas into written form. It is represented in the form of the students writing score covering the aspect of the component of the writing itself.

1.5 Significance of the Research

This research is expected to be useful for the students, and the English teacher, and other researcher.

1.5.1 Theoretical Significant

The results of this research are expected to be useful for the English teacher as input and consideration to apply Teacher Written Feedback Technique in teaching English.

1.5.2 Practical Significant

- a. For English teacher, this study is expected to give information and inspiration to be more creative in applying an effective strategy or technique.
- b. For students, this study is expected to help the student to produce a good text that is stimulated by Teacher Written Feedback Technique and also motivated and directed the students to have a better achievement in writing.
- c. For next researcher, this study can be used as initial experience in conducting a similar research widely.

1.6 Scope and the Limitation of the Research.

The scope of the research is teaching learning process in English lesson used Teacher Written Feedback Technique to improve students' writing ability. In this classroom action research, the subjects of this research are the X IPA 3 students at SMA Muhammadiyah 3 Jember in 2016/2017 academic year.