

CHAPTER I

INTRODUCTION

1.1 Background of Study

Currently teaching language is focus on four skills of language they are speaking, listening, reading, and writing . As some experts say that language skills ranging from 3 steps and then it came up writing. In writing, students need to obtain the first step or skill to ensure what they want to write. They should write about what they opine in their thought and declare it on paper using the correct forms.

as meyer stated that writing is a thing to convey the language that you do naturally as you talk. Writing is the other ways to communicate to others using the paper - or on a computer screen as media. Writing is also a stride to processing, to finding and organizing your ideas, touched on paper and reform and revise them (meyer 2005).

Writing is difficult aspect to understand by EFL student (Kim&Kim :2005) ,even they are good in speaking or listening it will not guarantee they will be good in writing. Every aspect of language skills have their own way to evaluate including writing skill.

The judgment in this case is a feedback which mean as Hattie and Timperley stated about feedback is a well-organized as information provided by an agent (such as teacher, peer, book, parent, self, experience) refers to an aspects of one's performance or understanding (Hattie and Timperley 2007). The Teachers and parents might provide a correct information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a student may look up the answer to evaluate the correctness of a response. Feedback thus is a "consequence" of performance it is also in line with Mark assumed that teacher gives any reviews, error corrections, and questions that is written on student assignment (Mark, 2009).

The feedback that given by the teacher to their student assignment especially in the written forms is called Teacher written feedback , which is stated by Hyland and Hyland it is have six main focus to categorize teacher written feedback , they are 1. focus on language structures, 2. focus on text functions, 3. focus on creative expression, 4. focus on writing process, 5. focus on content and lastly focus on 6.genre (Hyland: 2003).

Teacher who teach for EFL (english as foreign language) student has their own chalanges to improve their students ability for aquititied the language it self, giving the written feedback to their student assignment is the one from many ways to improve their student ability in writing assignment. Giving a Feedback is the duty of the teacher even in the real implementation they have a limited time to give the feedback in particularly written feedback.

The researcher has found the fact of written feedback when doing the internship for the education faculty requirement as a preparation to be a future teacher , the researcher found that the student is more motivated and getting exited to learn English when their writing assignment get a written feedback , it is happen when the researcher in the first time assess the student by not giving them any written feedback and they ask the researcher which part that is wrong on their writing assignment.

As the consideration of the phenomena and the implimentation of teacher written feedback the resercher will entitled the reaserach to **“Teacher Written Feedback Towards Their Student Assignment in Junior High School at Kota Langsa”**

1.2 The Problem of Study

The researcher want to find out that :

1. Does The English Teachers give written feedback towards their student assignment in junior high school at kota langsa ?
2. What is the category of teacher written feedback that often used by the teachers to their student assignment in junior high school at kota langsa?

1.3 The Purpose of Study

The prime complication of this research are trying to :

1. To Find out that The English Teachers give written feedback towards their student assignment in junior high school at kota langsa.
2. To indicate the kinds of written feedback that practically often used by the teachers in SMPN 3,SMPN 1, and SMPN 2 at Kota Langsa

1.4 Scope of Study

The researcher will limit the study based on the category that used by the teacher to give their written feedback as hyland&hyland 2003 stated that they are six main focuses of teacher written feedback, and limit the subject of study to the English teacher who teach English in at Junior High School in Kota langsa , the subject of this research will be

3 (three) English teacher from 3 (three) each different School ,they are SMPN 1,SMPN 2 and the last is SMPN 3 in Kota Langsa.

1.5 Significant of Study

The research are trying to To indicate the category of written feedback that used by the teacher and To find out what is the student perception when they get written feedback from their teacher . as the aim of the study ,the researcher hope that this study will contribute to :

1. To the Resercher will envolving the knowladge in educational field, getting a new fact about teacher written feedback based on the student preception , and contribute and also settle for the final research in Universitas Samudra
2. To the educational field , For the university and the faculty of english education department will contribute to produce the opus for the evaluation of education.
3. To the teachers and the future teacher to consider that giving a written feedback actualy more valuable for the student.
4. To The next researcher who want to do research about written feedback by the teachers, and give them some reference from my research result.