CHAPTER I

INTRODUCTION

A. Background

Writing is a visual language (Redman: 2004); this is first thing makes writing different from the other skills. As a visual language, writing can express and explain a writer's ideas in a special organization. Special organization here means that writing in principle is the representation of language rather than a direct representation of thought and the fact that spoken language has a number of levels of structure, including sentence, words, syllables, and phonemes.

Besides, writing is a process of inquiry. A writer is an active enquirer rather than as a mere receptacle of ideas and knowledge (Taylor: 2009). When someone writes it means he or knowledge into a piece of writing. It's not only expressing the ideas in sentences, but also expressing a writer's understanding on the topic.

Writing has been defined into an activity of producing a coherent text. Usually, this skill is given intensively when students have possessed the high level of competency in listening, reading, and speaking.

The difficulty faced by the student is using social function and generic structure to write hortatory exposition text. Hortatory exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something should or should not happen or be done. Most student do not intend to write boring stories; they just hear the word "story" think "easy" and proceed from there. However, there is a way to fix this and it's pretty simple. Like anything else teacher wants their students to learn in the classroom, teacher must teach their student how to write a hortatory exposition text. The researcher hope with using teachers' feedback can help difficulties of students writing.

To master the writing skills, English teachers should provide materials that are appropriate with the curriculum and find suitable method or techniques in teaching and learning process. One of their efforts to observe students with regard to how it performs and what activities should be done to improve the ability of the student teacher's (Suherman, 1998:124).

According to Chen & Hamp-Lyons (1999:12), teacher feedback is teachers can design a short unit of work for students to 'learn to learn from teacher feedback'. Students can find out how they could explore their own writing in various ways with the help of their teacher's written comments and apply them in future assignments.

According Wine and Butler (1994), providing an excellent summary in their claim "feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies.

According to Sudrajat (2009) the effective feedback is an integral part of an instructional dialogue between teachers and students, student and students, and students with itself, and not an integral practice. By using feedback, the researcher hopes can helping students to gather potential solution to a problem in English learning and improve student's achievement in writing ability.

According to Slamet (2008:141), Writing is a skill that is difficult to understand. Sudden add words, writing is skill higher level of difficulties in the students mind. Hortatory exposition is one of the genres that appear in both writing and speaking.

After the result of interviewing student at SMAN 1 Purwadadi, they still cannot understand how well writing style, actually in English writing text. Usually, basic problem of their writing is about grammar mistake, incoherence sentences and paragraph. All of the student can write but only a few students can write well especially, in English writing texts.

Based on the problem above and the importance of teacher's feedback which aim to increase students writing skills in English learning, the researcher chooses the title of this paper **"Teacher Feedback on Students' Hortatory Exposition Text".**

B. The Research Questions

In this relation to the background, the question formulated in this research as follows:

a. How is the teacher's feedback to students' hortatory exposition text?

b. What are the challenges in giving feedback experienced by the teacher to the students?

C. The Purposes of Research

Based on the question formulated above, the purpose of the study is:

1. To know the teacher's feedback to students' hortatory exposition text

2. To know the challenges in giving feedback experienced by the teacher to the students

D. The Significance of Research

1. Providing an alternative teaching strategy for teacher in teaching hortatory exposition writing.

2. Providing alternative significant of the influence of using feedback.

E. Rationale

Reading, listening, speaking, and writing are English abilities to learn. Writing as one of the English skills, student should master writing skill because it is a communicative act, a way of sharing observation, information, thoughts or ideas. Writing skill is significant to transfer message and ideas in the form of text.

Writing is as important as speaking, listening, and reading. Among four skills, writing is considered difficult to be learned by student. Writing hortatory exposition text needs specific considerations on the two important aspects: language and organization that is included in

components in writing. Writing requires some components. According to Harris (1968:68) cited Agustine (2012) shows that there are 5 components in writing, namely (1) content the substance of writing, (2) form; the organization of the content, (3) Grammar; the employment of grammatical form of syntactic pattern, (4) Style; the choice of structure and lexicon items to give a particular tone or flavor to writing, and (5) Mechanics; the use of convention of the language. Teacher must guide students to master these five components if they want to be better in writing. Therefore, the main objective in teaching writing is to make the students' able, to communicate in written form include those components.

A hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. This reason could be difficult for the students to write this kind of text. There are several kinds of the Process of writing technique that can solve students' difficulties in writing.
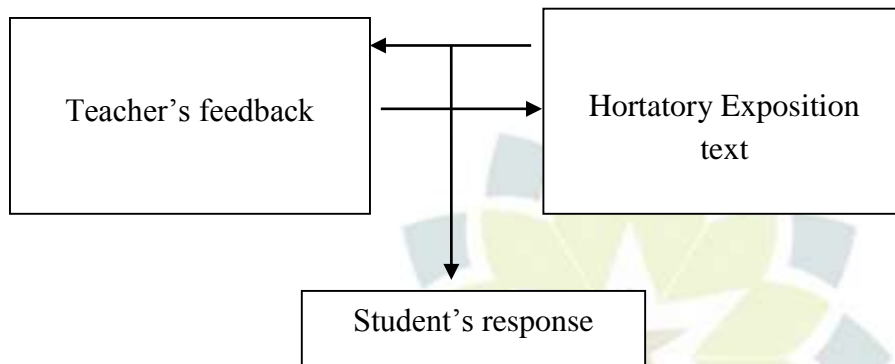
According Hattie and Timperley (2007:1), feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspect of one's performance or understanding. Feedback one of the most powerful influences on learning and achievement, but this impact can be either positive or negative.

According Dinham (2007:1) when teacher consider learning or mastery in fields as diverse as sports, the arts, languages, the sciences or recreational activities, it is easy to see how important feedback is to learning and accomplishment. So, the researcher will see about how important feedback in writing skills, actually in English writing.

Accordingto St. Y. Slamet (2008:141) writing is a skill that is difficult and complex. In other word, writing skill higher level of difficulties in the students mind. The researcher thinks it

is relevant with the condition student of SMAN 1 Purwadadi which no ability in hortatory exposition. So, the researcher will investigate student of second grade at SMAN 1 Purwadadi, to know their writing skills.

Figure 1.1
Step of analysis teacher's feedback on students' hortatory exposition text

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┌─────────────────────┐        ┌─────────────────────┐
│                     │◄───┬──│                     │
│  Teacher's feedback │    │   │ Hortatory Exposition│
│                     │──────►│        text         │
│                     │    │   │                     │
└─────────────────────┘    │   └─────────────────────┘
                           ▼
              ┌─────────────────────┐
              │  Student's response │
              └─────────────────────┘
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Based on scheme above, the researcher will know the interaction between the teacher and the students. Moreover, it will be known the response of the students since they analyze hortatory exposition texts. Additionally, it will be found out whether feedback is effective or not. It is supported by theory that feedback can be defined as any form of response by a teacher to a student's performance, attitude or behaviour, at least where attitude or behaviour impinges upon performance (Dinham, 2007:1).

F. Methodology

   1. Method Of Research

   The kind of research used in this investigation is qualitative method. Qualitative method is a method which does not use number in the process of collecting data and serving the result of research (Arikunto, 2006: 12). This research is a case study of teacher's feedback on students' response in learning hortatory exposition texts, which will analyze the various sources of data;

interviewing, the result of direct observation, personal documents, official documents, pictures, photographs, and so forth (Moleong, 2007).

This study involves the analysis of problem that appears in students' hortatory exposition, such as grammar mistake, incoherence sentence and paragraph, and so on. The researcher classifies these problems based on category units, and then it is compared to the theory. After comparing to the theory, the researcher interprets the result. In interpreting the result, the researcher also uses the data from interview and questionnaire as the secondary data to support the data from the hortatory exposition.

2. Sampling

This research involves 30 students of second grade SMAN 1 Purwadadi, Subang. Hortatory exposition is studied as part of writing subject at the second grade, for this reason, the researcher focuses the analysis on the second grade students.

The sampling technique of this research is *purposive sampling*. The technique is appropriate samples with the purpose of research and the amount of sample is determined and appropriated by the researcher (Sudjana& Ibrahim, 2010:96). The purpose of this research is to know and find out the teacher's feedback on students hortatory exposition text at second grade of SMAN 1 Purwadadi. The researcher only focuses on the students who have a lot of problem in writing, and the researcher does not focus on specific gender or specific class.

3. Source Of Data

The research takes primary and secondary data as the sources of data it is:

Primary data   : Questionnaire and Interview.

G. Techniques of Collecting Data

As Ridwan (2007) said that instrument for collecting data can be in the form of questionnaire, checklist, scale, interview, observation sheets, test, and so on. The instrument used in this research were:

1   Questionnaire

Arikunto (2010:194) said that questionnaire is a number of written questions using to find out the information of respondent. It means report about anything else what he knows. The first point of questionnaire is to get information about the problem and weaknesses of student in writing hortatory exposition text. The second point of the questionnaire is to get information about English teacher feedback on learning process of writing hortatory exposition text.

2   Interview

Arikunto (2010:198) say that, interview is a dialogue conducted by the researcher (interviewer) to find out the information of interviewe. In implementation interview is divided to be three interviews there are: in guided interview, guided interview, and interview combination of in guided interview and guided interview. The researcher chooses the guided interview because the researcher has prepared the question.

The participants of this research are 36 students who belong to observed group or sample group. The researcher gives several question related to the research. The result from this interview will be compared by the researcher with the result from the hortatory exposition the writer uses this data as the consideration in making inference in serving the final result of the research.

H. Analysis of Data

Data analysis must begin with the first data collection, in order to facilitate the design and the structure of later data processing phase. According to Suryabrata (1985; 94) analyzing data is the most critical step in a research, the researcher should assure which pattern of analysis will be

used, statically or non-statistical, and mainly it depends on the kinds of data collection. Three are process of the analysis of qualitative method such as data reduction, data display, and conclusion (Miles and huberman in Sugiyono, 2012:91). Here are the details of the data analysis:

1. Questionnaire

   In the second step the researcher will give students' as the object of research questionnaire. The questionnaire used in this research closed questionnaire, it means that the respondent choose the existing answer. The respondents of this questionnaire are only the observed group or the sample that was decided by the researcher. The questioner is answered by the students who belong to the sample group. The researcher provides the answer for each point of questioner. The researcher gives five scale options as the answer, the students can choose (1) strongly agree, (2) agree, (3) neither agree nor disagree, (4) disagree, and (5) strongly disagree. The purpose of the questionnaire is to get the data about the problem and weaknesses of student and English teacher feedback on learning process of writing hortatory exposition text.

2. Interview

   The last step of the reseach is interviewing the english teacher and student about teacher's feedback on students' hortatory exposition text. This interview is to get the deepest data and information about the research. This interview is also to match the accuracy of three data; *documents analysis, questionnaire, and interview*. The researcher can do direct contact with the respondent in order that the researcher can reveal in depth information, Sudjana, Ibrahim (2010:102).