

CHAPTER I

INTRODUCTION

This chapter provides the background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation, and definition of key terms.

A. Background of The Study

Writing is one of the four skills that students must master. In writing activities, students are asked to transform a new idea into the correct form of a simple paragraph until it becomes a written work. Writing comes from a person's thoughts and the basic principles that shape how they think. Also, when writing, it's important to keep our minds focused on a specific topic (Hardianti et al., 2023). Rahmawati, (2017) state that writing is essentially turning spoken language into a visual form. The writer uses symbols to represent the sounds of language, conveying messages to the reader.

Writing can be divided into many genres. One of them is narrative writing. Narrative writing is one of the most popular and common forms in writing. It is a type of oral written text that tells the story of one or more character facing in particular situation. Narrative is an essay that presents the relationship of events by calculating the time element performed by the character (Listyani, 2019). (Siregar & Hasibuan, 2021) demonstrated Narrative is the telling of a story, where the succession of events is presented in chronological order. Its social function is to amuse, entertain, and to deal with actual or various experiences in different ways. From the earlier explanations about narrative, it's clear that a writer needs more than

just sharing a character's experiences. Crafting an interesting storyline is crucial to engage readers and immerse them in the narrative atmosphere.

In the process of students writing a narrative, guidance and feedback from the teacher are crucial to build a good piece of writing. Teacher feedback comes in two models, namely oral and written. Its application typically depends on the situation and the teacher's purpose in giving feedback. Feedback can be positive and negative. Because, the goal of feedback is not only to assess the extent of a student's ability in writing narrative texts. But also, to provide motivation for them to improve their narrative writing skills in the future. In the process of giving the feedback. The teacher must make a strategy to give the feedback. In the process of providing feedback, teachers need strategies to convey it in a way that is easily understood by students and can be applied in their subsequent narrative writings.

The research took place at MA Syekh Subakir Nglegok Blitar. Based on preliminary study, teachers utilize feedback in the form of corrections to assist students in enhancing their writing skills. After the teacher provides understanding of the material, students are asked to create narrative texts which are then corrected by the teacher. Upon receiving feedback, students endeavour to improve their writing.

Additionally, the related previous study from (Agustiningsih & Andriani, 2021) entitled A study on direct corrective feedback in improving students' writing performance and motivation. The similarity with the previous studies is both discussing teacher feedback on writing, while the difference is that this research only focuses on Narrative text, the feedback only given by teacher using corrective

feedback, and the research using qualitative descriptive method in this research. The second previous study is from (Syahrianti et al., 2023) entitled “Exploring teachers’ feedback on students’ writing skill in Indonesian EFL classroom”. The similarity between this research with previous study is discuss about teachers’ feedback in writing. And the difference this research more specific than previous study, because in this study focuses in narrative text and for the collect the data the previous study using additional questionnaires in it. And the last previous study is from (Indrawati, 2022) entitled “Teacher feedback on students’ descriptive text at MTS Al-Khairaat Sandana”. This research has similarities with the previous study in that the approach utilized is descriptive qualitative and both discuss related teacher feedback. However, there are distinctions in the type of text to be researched, with the preceding study focusing on descriptive text and this research focusing on narrative text.

The researcher outlined the results of observations and interviews to be conducted on 1 English teacher and 10 students in the 10th grade at MA Syekh Subakir. This is related to the role of teacher feedback in developing students' narrative writing and also the students' responses to the feedback provided by the teacher. The researcher will pose several questions regarding the teacher's feedback in the students' narrative writing process and observe the teacher's strategies in implementing this feedback in the classroom.

B. Statement of The Problem

Based on the background above, the researcher would like to formulate the research questions as follow:

1. What strategies do the teachers' use in providing feedback to students' narrative writing?
2. How do students' respond to the feedback provided by the teachers' regarding their narrative writing?
3. What is the impact of teachers' feedback on the development of students' narrative writing?

C. Purpose of The Study

Based on the research problem above, the researcher aims

1. To assess the strategies used by teachers in providing feedback on students' narrative writing.
2. To analyze students' responses to the feedback provided by teachers regarding their narrative writing.
3. To identify the impact of teachers' feedback on the development of students' narrative writing.

D. Significance of The Study

The results of this study are expected to provide intended benefits, especially for:

1. For students

The researcher hopes that the results of this study can enable students to receive corrective feedback and evaluate their written narratives, thus can improving their narrative writing skills to be more proficient and creative. This is a positive outcome of well-delivered feedback by teachers on students' narrative writings.

2. For teachers

The results of this study are expected to be beneficial as input for teachers in providing corrective feedback appropriately. By understanding students' responses to the feedback given, teachers can use it as an evaluation. Consequently, in the future, teachers can adjust and improve the way they provide feedback effectively and make it more easily accepted by students

3. For further researchers

The results of this study are expected to contribute by providing references for other researchers with themes, variables, and objectives related to this research.

E. Scope and Limitation

To clarify the research, the researcher has defined the scope and limitations of the study. The scope of this study is focused on a few key informants, namely one English teacher and 10 students at MA Syekh Subakir Nglegok Blitar. The limitations of this study lie in the variables to be examined, specifically concerning the role of teacher feedback in the form of corrective writing in developing students' narrative writing. In this research, the focus is on exploring the impact, response, and strategies employed by the teacher in the development of students' writing, particularly in narrative texts.

F. Definition of Key Terms

1. Teachers' Feedback

Teachers' feedback is the input, remarks, and advice given by a teacher to students about their academic progress, conduct, or various aspects of their learning journey. It plays a pivotal role in the teaching and learning process by enabling students to recognize their strengths and areas needing improvement, thus facilitating their educational advancement.

2. Writing

Writing is the act and process of creating and communicating information, ideas, thoughts, or stories through the use of written symbols, characters, or text. It encompasses various forms and purposes, including creative expression, conveying information, persuading, entertaining, or documenting knowledge

3. Narrative Text

Narrative text is a form of written or spoken communication that tells a story or recounts a series of events. It typically includes characters, a plot with a beginning, middle, and end, a setting, and often involves some form of conflict or problem that the characters must resolve. Narrative texts can take various forms, including novels, short stories, autobiographies, folktales, myths, and even some types of non-fiction that employ storytelling techniques.