CHAPTER I

INTRODUCTION

A. Background of The Study

Nowadays, English is widely used all over the world. One sixth of world population uses this language as a main language for communication.[1] People use English in political meetings, commercial trading, business, and advertisements.

In some countries, English is used as the official language of a country, like India, Malaysia, and Singapore. As the official language, English is used as a medium of communication in such domains as government, the law courts, the media, and educational system.[2] In this situation, English is recognized as a second language.

Many other countries use English as a foreign language. Even though it does not play an important role in the social life, people of these countries learn English. It is caused by the important role of English especially in international politic and economy. People of these countries learn English in order to use it with any other English speaker in the world.[3]

Considering the important role of English in international context, now English is taught all over the world, including Indonesia. In Indonesia, English is

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[1] Geofrey Broughton & Anita Pincas, *Teaching English as Foreign Language second edition*, (London: Routledge, 1996), p.1

[2] David Crystal, *English as A Global Language second edition,* (Cambridge: Cambridge University Press, 2003), p.4

[3] Jeremy Harmer, *The Practice of English Language Teaching 4th edition*, (New York: Longman, 2005), p.19

taught from kindergarten until university level. It gets a great interest from Indonesian, especially the government. Now, English becomes one of the compulsory subjects in secondary school.[4]

Few years ago, the teaching and learning of English subject was focus on reading and grammatical context. As the development of curriculum in Indonesia, the four skills of English (listening, speaking, reading, and writing) are taught equally. Even though in the practice, there is a skill that is given priority in the teaching and learning of writing.

From the four skills taught in English subject, most of students get difficulties in writing. It is not surprised, because it is the latest skill mastered by students after listening, speaking, and reading. It is also the most difficult skill to be mastered by foreign or second language learners, although for the native.[5] Indonesian students who have English as foreign language have to work harder to have good ability in writing.

Considering the difficultness of mastering writing skill, there are many methods and strategies that are used in the teaching and learning of writing. These methods and strategies are used to help students to have good ability in writing. Certain methods or strategies are used to improve students' writing ability. One of them is the use of feedback in the teaching and learning of writing.

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[4] Dirjen Pendidikan Depag RI,*Undang-Undang dan Peraturan Pemerintah Tentang Pendidikan*, (Jakarta: Depag RI, 2006)

[5] Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta: BPFE, 2001), p.296

In general context of teaching, feedback is information given to the student about his or her performance of a learning task, usually with the objective of improving the performance.[6] The use of feedback in the teaching and learning of writing can improve students' writing ability. It can improve students' writing ability because there are responses and suggestion given in it.

The use of feedback in the teaching and learning writing is suitable with the teaching and learning context in Indonesia, especially in secondary school. Based on the syllabus of the curriculum, secondary school's students have to learn various kinds of text. Feedback is needed in their writing process in order to help them dealing with various texts.

There are two ways to give feedback, written and orally. Written feedback is usually given after students finished their writing. Feedback can be given directly on students' writing sheet. It also can be given on another sheet. While oral feedback is usually given when writing work is in progress orally. It also can be given after students finished their writing project.

Feedback is usually given by teacher. It is in accordance with one of teacher's role during writing activity as feedback provider.[7] Teacher, who has better ability in writing than the students, will provide a good feedback to his or her students. In this case, teacher also can offer correction towards students'

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[6] Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1996), p.242

[7] Jeremy Harmer, op.cit, p.330

writing. From the feedback given by teacher, students are expected to improve their writing.

Feedback can be given by peer. Using peer feedback, it does need longer time as when using teacher feedback. It makes students helping each other in the writing activity. As the result students can improve their writing ability. Students can improve in writing ability in the term of content, organization, and grammar.[8] Trisnawati in her thesis result stated that students can improve their grammar mastery using self feedback in the teaching and learning of writing.[9]

Feedback also can be given by students themselves. Giving certain guidance or criteria by teacher, students can self-assess their own writing in order to receive feedback. It could help them to improve their writing ability.

The use of self-assessment to provide feedback becomes the concern of the study. It was an interesting area to be investigated. Using self-feedback, students themselves are familiar with the criteria of a good writing work. They also feel responsible of their own writing. They will be an autonomous and successful writer because they are accustomed to self-assess their writing.

Using self-feedback in the teaching and learning process can improve students' awareness. They will examine their own writing seriously. As the result they can improve their writing ability. They also do not always depend to other,

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[8] Ernawati, The Implementation of Peer Feedback Technique to Improve the Eleventh Grade Students' Narrative Writing, Unpublished Thesis, (Surabaya: UNESA, 2008)

[9] Ria Rossiana Trisnawati, *Peer Feedback to Improve The Junior High School Students' Grammar Mastery in Composition,* Unpubished Theasis, (Surabaya: UNESA, 2009)

teacher or peers when writing, even though they depend on others in the positive context (to receive feedback). They can still share with other, but they have their responsibility towards their writing.

Two experimental research studies as cited in www.paraonline.net by Fontana& Fernandes (1994) Fredercson & White (1997) showed that students who understand the learning objectives assessment criteria and have opportunities to reflect on their own work show great improvement.[10] It shows that self-feedback will provide a good effect on the students' writing ability if the students have enough time to do it. It also must be done regularly to make them well trained to use it in learning.

Self-feedback is used in MAN Sidoarjo. It is the only one of state Islamic senior high school in Sidoarjo. The development of this school academically is good in recent year. There are many English teacher of this school. Two of them use self-feedback in the teaching and learning of writing. One of them teaches class XII and the other teaches at class XI.

Knowing the use of self-feedback at MAN Sidoarjo, the researcher intended to investigate this case deeply. She conducted a research at that school. The researcher investigates the implementation of self-feedback at class XI.

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[10] www.paraonline.net/getvn.asp?v=8&n=9

B. Problems of The Study

The study was conducted to answer the questions as follow:

1. How is the implementation of self-assessment as a feedback strategy to improve students' writing ability?

2. What are problems faced by the teacher and students when using self-assessment as a feedback strategy to improve students' writing ability?

3. How is the students' improvement in writing a text after using self-assessment as a feedback strategy?

C. Objective of The Study

According to problem of the study above, this study was aimed:

1. To describe the implementation of self-assessment as a feedback strategy to improve students' writing ability.

2. To know the teacher's and students' problems when using self-assessment as a feedback strategy to improve students' writing ability.

3. To describe the students' improvement in writing a text after using self-assessment as a feedback strategy.

D. Significance of the study

The results of this study were expected:

1. To give English teacher another way or strategy for giving feedback in the teaching and learning of writing to improve students' writing ability.

2. To make the students more critical in the way of assessing their own work themselves.

E. Scope and Limitation

The study took place at MAN Sidoarjo. The subject of the study was students of XI Social 1 and 2 that used self-assessment in the teaching and learning of writing. The teacher of these two classes used self-assessment in writing of familiar text that students had been learning since junior high school, such as descriptive, narrative, recount, report, and procedure. However, this research focused on the teaching and learning of narrative text. It was in the line with the syllabus. They learned narrative text in this semester.

F. Definition of Key Terms

1. Self-assessment is a kind of assessment done by the learners themselves to evaluate their own performance and using clear criteria.[11]

2. Feedback is information given to the learners about their performance of learning task, usually with the objective to improving the performance.[12]

3. Students writing ability is the ability of students to compose a sentence, paragraph, or an essay.

4. Narrative text is a text that has contents of imaginative story to amuse the reader.

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[11] Penny Ur, op.cit, 245
[12] Ibid., p.242