

**IMPROVING STUDENTS' WRITING SKILL THROUGH FACILITATIVE  
ERROR CORRECTION FEEDBACK (A CLASSROOM ACTION  
RESEARCH AT THE SECOND GRADE OF SMA NEGERI 1 WONOSARI OF  
KLATEN IN 2008/2009 ACADEMIC YEAR)**



**RESEARCH PAPER**

Submitted as a Partial Fulfilment of the Requirements  
for Getting Bachelor Degree of Education  
in English Department

by

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**2008**

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

In teaching learning process of English as a foreign language, errors made by the students have always been a significant concern to almost all language teachers. The students always make the errors in their foreign language use. This problem makes the teacher have to think what she has to do to solve the problem in her foreign language teaching. Teacher becomes confused whether she has to continue to the next material or to correct their errors and makes the remedial course. Most of the people agree that making mistake is a part of learning and they also agree that correction is a part of teaching.

Many errors always occur in different aspects of language learning. They occur as natural phenomena, such as, in speaking as well as in writing. If they notice carefully at the mistakes the students make and the mistakes they make themselves, they will find that the errors cover many different things that happen in language use, and the errors will lead to misunderstanding. The linguistics mistakes that the students make are an important and necessary part of their language learning.

Errors made by the students in their task are of many kinds, both in quantity and in quality. They often find errors in their written task for example, the use of grammar and vocabulary. It is very depressing for students to get back any piece of written work with lots of teacher correction on it. By investigating the students' errors in their writing tasks, teacher can understand what quality and quantity of errors are in their writing task. Those errors of course, can be taken as

supportive feedback to the students in order to reduce errors made by the students in their coming writing tasks. Any correction will help them become more accurate in their own use of the language.

Writing is producing something in written form so that people can read and perform it or use it. (Hornby, 2003: 502). It means that in teaching writing the teacher reinforces the students to produce something in written form so that people can read it. The teacher can use many approaches including product and process approach. Ideally, in teaching writing, the teacher focuses on the process approach. That is giving responses to students' writing in order that the student can learn the idea and the error they make. The realization of process approach is error correction feedback. The teacher gives feedback of the students' error writing to make judgement or giving correction. The teacher realizes this method in different ways.

In teaching writing, the teacher of SMAN 1 Wonosari asks the students to make composition on a piece of paper. After that, the teacher collects their tasks and gives responses or judgement of their writing. The responses are usually realized by putting the cross mark or check mark without explanation to the students. The students do not understand what the teacher correction is. So that, the students can not improve their writing. Actually it needs guidance or more explanation to make the students' writing better. As a result, the students remain confusing and they have no progressive skill. It is not effective because the students can not understand clearly with the error or mistake that was made. To improve the writing skill of the students, the teacher should change the correction technique that was implemented to the students to be more effective. So, the

students can understand clearly with the error or mistake that was made and they can improve their writing skill.

In giving feedback to her students, the teacher may use different kinds of correction techniques. Firstly, the teacher puts certain marks or symbols on the free margin that can be understood clearly by the students. Secondly, the students are given oral explanation and they are asked to study their errors correction or by giving the students some information about the errors they make. So, by putting certain marks or symbols and by giving the oral explanation or some information, the teacher can help students see and correct the errors in their own writing.

Based on the interview to the teacher and the pre-test done by the writer, it is found that the technique implemented by the teacher does not improve the students' writing skill. The teacher gives cross mark or check mark without explanation to the students. The students remain making errors when the teacher gives them another writing task and the errors in the same points. So in this study, the writer collaborates with the teacher to apply the facilitative error correction feedback. Because in this technique there is explanation and challenges to reinforce the students to be better in their writing skill. The facilitative error correction feedback can help the students discover their own ideas and strategies based on the stimulus and challenges made by the teacher.

In giving error correction feedback to the students, the teacher may use facilitative response. The teachers make response to help the students to discover their own ideas, and strategies to improve their writing skill. Facilitative remarks will challenge the students, asks them to reconsider some aspects of her paper. For example, where is the thesis sentence? or your supporting ideas are to general. Facilitative response means that the responses given by the teacher are to help the

students to discover their own ideas and strategies for improving their papers. The purpose of facilitative response is to lead writers to a desired end. The facilitative approach involves asking which can be the “leading question”. The rationale behind the facilitative response is that the students’ writing best learn to write when teacher make them feel responsible for their own writing and re-writing decisions. The facilitative question or comment permits writers to preserve the responsibility of authority and authorship with the writer.

Based on the phenomena above, the writer will conduct the research entitled “IMPROVING STUDENTS’ WRITING SKILL THROUGH FACILITATIVE ERROR CORRECTION FEEDBACK AT THE SECOND GRADE OF SMA NEGERI 1 WONOSARI OF KLATEN IN 2008/2009 ACADEMIC YEAR”.

## **B. Problem Statement**

Regarding the research background, the writer formulate the problem of the research as follow.

Is there any improvement of the students’ writing skill taught by using Facilitative Errors Correction Feedback at the second grade students of SMA Negeri 1 Wonosari of Klaten in 2008/2009 academic year?

## **C. Limitation of the Study**

In conducting this research, the writer limits the problems that are going to be discussed. In this research, the writer wants to find out the use of the error correction feedback on grammar and vocabulary in improving the writing skill at the second grade students of SMA Negeri 1 Wonosari of Klaten in 2008/2009

academic year, in terms of linguistics ability. The error correction feedback here is especially focused on forms and it is directed to provide a treatment in reducing errors in students' written work. The genre used in this research is descriptive. The research will be conducted from 9-17 September 2008. The researcher takes one class as the subject of the research that is class XIIPS1, because the students of this class have more mistakes in writing than the other class.

#### **D. Objectives of the Study**

Based on the problem statements mentioned above, the writer has the objective as follows. In general, the study aims to improve of the students' writing using facilitative error correction feedback, especially in draft, grammar and vocabulary. Specifically, it is to:

1. describe the implementation of teaching writing skill using facilitative error correction feedback at the second grade students of SMA Negeri 1 Wonosari of Klaten.
2. know whether the facilitative error correction feedback improve the students' writing skill.

#### **E. Benefit of the Study**

The writer expects that this research would provide some benefits that are as follows:

1. For the English Teacher
  - a. the English teacher knows and understands the importance of error correction feedback in students' written compositions as a reference.

- b. they are able to apply the use error correction feedback on students' written compositions.
  - c. they know the contribution of error correction feedback to the students' writing skill so that they realize and are able to find the way to overcome the problem concerning the students' errors.
  - d. they how to use of the teaching materials and its appropriate feedback to achieve the improvements
2. For the Students
- a. write good composition.
  - b. feel more confident in their ability to communicate.
  - c. more willing to risk producing errors because they have come to realize that they learn by doing.

## **F. Research Paper Organization**

Research paper organization is given in order that the readers could easily understand the context of the research paper. The resarch is divided into five chapters that will be organized as follows.

Chapter I is introduction which consists of background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and the research paper organization.

Chapter II is review of related theory that consists of previous study, teaching writing, the definition of error correction feedback, the use of facilitative error correction feedback on the writing skill, theoretical framework, and action hypothesis.

Chapter III is research method that consists of type of research, subject of the study, object of the study, data and data source, method of collecting data, technique for analyzing data, and research procedures.

Chapter IV is research finding and discussion of the use of facilitative error correction feedback to improve writing skill at the second grade of SMA Negeri 1 Wonosari Klaten.

Chapter V is conclusion and suggestion that consists of conclusion and suggestion.