

CHAPTER I

INTRODUCTION

A. Background of the Study

As an international language, English plays an important role in human life. One of the reasons is that many people use English in their daily conversation, especially in business. However, more and more people need to learn English for occupation or academic purposes. Today, English is one of subject matters learned by students that are given at any educational level, such as elementary, intermediate and upper intermediate level. The study of English occupies an important role in our educational curriculum. It covers four language skills that must be mastered if someone wants to be successful in English, namely listening, speaking, reading, and writing.

As one of language skills, writing has always occupied a place in most English language course. In terms of students' needs, writing occupies an equal role with the other language skill. People need communication besides using spoken language in the form of conversation as an oral production and also they use written language. Written language is much used in the publication such as book, newspaper, magazine and literary work. It shows how important mastering writing skill is. For that reason, students should master writing skill.

The objective of learning writing is to produce the kinds of written text. To produce a good writing product, the writer should follow various classroom activities involving some steps applied in writing process. Brown (1994) in Fauziati (2008: 144) distinguishes four steps of writing: prewriting, drafting, revising, and editing. A more detailed account of stages of writing has been proposed by White and Arndt (1991) in Fauziati (2008: 144) who argue that stages in process of writing include generating ideas, focusing, structuring, drafting, evaluating, and reviewing, which all interact recursively. Besides, there are many aspects that must be mastered by students to write well. According to Leki (1996) in Fauziati (2008: 142) writing activity means to catch the grammar, spelling, and punctuation error. The writer must be able to organize ideas, to construct the sentences, to use punctuation and spelling well, and to arrange their writing into cohesive and coherent paragraph.

The implementation of school based curriculum in teaching English puts genres as the main tool in language learning. The arrangement of curriculum is based on the genre based. There are thirteen kinds of genre, namely narrative, recount, anecdote, spoof, descriptive, report, review, procedure, explanation, discussion, news items, exposition and hortatory. Genres function to help the students understand the steps to produce a text with fulfilling the expectations of its readers in regards to grammar, organization, and context (Kim & Kim, 2005; Muncie, 2002 in Fauziati, 2008: 2). It means that by determining the steps of genre, it will help the writer to write a written text using the format involving

generic structure and form of organization used in the text and also the ways of organizing paragraph used for communicative purpose.

In this study, the researcher is interested in researching descriptive genre as one of the types of genre implemented in teaching writing. Descriptive is one of genres which vividly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer's experience (Beare, 2009: 24). By applying this genre, the researcher believes that the students will be actively in taking part in a classroom practice, because descriptive genre is the easiest genre, and it is very interesting because we can use picture in describing, so that they will not be bored.

In this research, the writer observes the teaching learning process of writing descriptive genre in the second year of *SMP N 1 Tunjungan*. As one of the favorite schools in Blora, certainly most of the students' intelligence in mastering the subject given by the teacher can be called excellent. Based on the information of the English teacher in *SMP N 1 Tunjungan*, the students of second year in English achievement, especially in writing skill is satisfied. In addition, they pass the minimum score that is their score is up to 68. In teaching writing descriptive genre, the teacher provides a descriptive text to be read by the students. After they read and comprehend the text given, the teacher asks the students to make a descriptive text with the same topic. After that, the teacher gives correction to their students' work and then gives it again to the students. Then, the students revise their own works based on the teacher correction.

Kinds of correction, surely, will make the students build a good arrangement in sentence directly too. According to Fauziati (2008: 146), since the teacher's role is as a facilitator, the classroom would be arranged in a manner of workshop, where students can work in pair, or group. The students, therefore, eventually realize that writing generally requires many drafts and revisions to get ideas into a form of writing so that, the role of the teacher as facilitator can function well by giving corrective feedback to the students writing errors.

Based on the writer's observation in teaching- learning process in *SMP N I Tunjungan*, the teacher uses corrective feedback as the best technique to develop their students writing ability. It is because descriptive genre has been taught to the students in the first grade at the end of the second semester. So, the teacher only reviews the material. The teacher uses teacher corrective feedback technique in teaching writing descriptive text because it is very effective. It means that the teacher can identify the students' difficulties by knowing their errors. Hence, it can accelerate the learning process. Besides, it is very helpful for the students because they know their errors. In the other hands, in implementing this technique, the teacher also needs to reteach the material this is not understood yet by the students. In teacher corrective feedback, students are asked to write a descriptive text that is the students are asked to describe their favorite artist. The students may do it in a group consisting of 3 until 4 students then continued by doing it individually. After they finish writing, they submit their work to the teacher and then corrected by the teacher. The teacher corrects the students writing by giving positive and negative

feedback. Positive feedback is done by the teacher by writing the correct one of the error. While the negative feedback is done by giving note to students' error. After it is corrected, the students may revise and consult it to their teacher. After that, they submit again their writing to the teacher. For the next day, the teacher will ask the students again to make descriptive text about their family so that they can master well the material of writing descriptive genre. From the reason above, the researcher chooses one topic for her research and the researcher wants to know the way and the problem faced by the teacher in applying teacher corrective feedback in teaching writing descriptive genre. The researcher takes a title "THE IMPLEMENTATION OF TEACHER CORRECTIVE FEEDBACK IN TEACHING WRITING DESCRIPTIVE TEXT TO THE SECOND YEAR STUDENTS OF *SMP N 1 TUNJUNGAN* IN 2010 /2011 ACADEMIC YEAR". Hopefully, the result of this research will improve knowledge of teaching strategies for the teacher and also give benefit to the education in this country.

B. Problem of the Study

Based on the background of the study above, the writer formulates the problem as follows:

1. How is the implementation of teacher corrective feedback technique in teaching writing descriptive genre? This question is specified into:
 - a. What are the objectives of teaching writing in *SMP N 1 Tunjungan*?

- b. What are the materials used by the teacher in teaching writing descriptive genre?
 - c. How is the classroom activity?
2. What are the students' responses of the teaching writing descriptive genre using teacher corrective feedback?
 3. What are the problems faced by the teacher in teaching writing descriptive genre using teacher corrective feedback at the second year of *SMPN 1 Tunjungan*?

C. Limitation of the Study

The researcher is going to analyze the teacher corrective feedback technique applied by the English teacher in teaching writing at the second year students of *SMP N 1 Tunjungan* to improve excellent students in writing descriptive genre.

D. Objective of the Study

The writer has some objectives dealing with the problem statement above, they are:

1. Describing the implementation of teacher corrective feedback technique to improve the students' ability in writing descriptive genre. This objective is specified into:
 - a. Describing the objective of teaching writing in *SMP N 1 Tunjungan*.

- b. Describing the material that is used by the teacher in teaching writing descriptive genre.
 - c. Describing the classroom activities.
2. Describing the students' responses of the teaching writing descriptive genre using teaching corrective feedback.
3. Describing the problems faced by the teacher in teaching descriptive genre using teaching corrective feedback at the second year students of *SMP N 1 Tunjungan*.

E. Benefit of the Study

The benefits of the study are:

1. Theoretical benefit

The purposes of the study are:

- a. To improve teaching learning process in general and learning the English as a foreign language.
 - b. To improve the method used by English teacher in selecting on effective technique toward the facilitator role of the teacher and building schemata of the students especially in writing.
- ##### 2. Practical benefit
- a. The result will help the teacher in solving their problem or the difficulties in writing class.
 - b. The result will help the students in increasing their writing ability.

- c. The result will give information to the reader in faced benefit of the writing skill in English and give more experiences.

F. Research Paper Organization

The writer divides the research into five chapters as follows:

Chapter I deal with Introduction consisting of background of the study, Problem of the study, Limitation of the Study, Objective of the Study, Benefit of the Study, and Research Paper Organization.

Chapter II deals with Preview of Related Literature consisting of Previous Study, General concept of writing, General Concept of Descriptive Genre, General Concept of Teacher Corrective Feedback.

Chapter III about Research Method consisting of Type of Research, Place and Time of Research, Subject of Object of the Study, Data and Data Source, Method of Collecting Data, Credibility of the Study, and Technique of Analyzing Data.

Chapter IV consisting of the Analysis and Discussion of the Research.

Chapter V is Conclusion and Suggestion.