

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the 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 occupied important place in most English class. In terms of student needs, writing occupies an equal role with the other language skill. People need communication not only using spoken language in the form of conversation as an oral production but also using written language. Written language is mostly used in the publication and also for the literary work, like poetry, novel, etc. It shows that writing skill is important for the student.

In the senior high school, students must improve their knowledge in four skills in English, namely speaking, writing, reading, and listening. The four components will measure students' capability in English lesson because those are the basic of English. The objective of learning writing is producing kinds of written text. To produce a good writing product, the writer must follow various classrooms activities involving some steps to apply in writing process. Brown (2000: 334) distinguishes four steps of writing: prewriting, drafting, revising, and editing.

Prewriting is the phase of idea gathering. Drafting is the process of writing a rough outline of what will be addressed. Once students produce a rough draft, they read it again and share it with peers or teacher to receive comments. Then they make modifications to their writings based on the feedback from their peers or teacher; revising, or elaborating on the first draft, takes place at this point. Editing, correcting mechanical errors like spelling or punctuation, in the last stage.

In this research, the writer will observe the teaching learning process of writing recount text in first year of *SMA Muhammadiyah 1 Surakarta*. As the school with good predicate in Surakarta, the students must be excellent, especially in writing skill. In teaching writing recount text, teacher provides a recount text to read by the students. After that, the teacher makes sure that students understand about the definition, social function, generic structure, and also the language features of recount text. Then, the teacher asks the students to write a recount text. Finally, the teacher gives correction to their work and the students revise their own works based on the teacher correction.

In teaching learning process in *SMA Muhammadiyah 1 Surakarta*, the teacher uses corrective feedback as the technique to improve their students writing skill. The teacher uses that technique because it is very effective. By using corrective feedback, the teacher can identify the student's difficulties by knowing their errors. Hence, it can accelerate the learning process. In other hands, in implementing this technique, the teacher also needs to review the material which is not understood yet by the students.

In teacher corrective feedback, teacher will give a command to students to retell their past experience in recount text. The text will use past tense and

students may be difficult to make sentences. Teacher has important role in process of corrective feedback. After the students make a recount text, teacher will check the students' worksheet one by one. After that, teacher will give corrections and comments. It is to improve students' capability in writing. Actually the corrective feedback is used to make students more understand, and not doing same error again after student knows their error. For example, Shella is one of students in *SMA Muhammadiyah1 Surakarta*. She makes a sentence about her past experience, the sentence is; **I go to Yogyakarta last week to spent my weekend**. The sentence is wrong, then teacher makes a correction for positive feedback, teacher corrected the sentence in students worksheet; **I went to Yogyakarta last week to spent my weekend**. Teacher can give a note like "use past tense, verb2!" it indicates that the teacher give positive feedback. The teachers who did not give a correction like that. They only make the point that the sentence is wrong without correcting the error. It is a 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 the students error. The note can be a cross or a circle. After it is corrected, the students may revise and consult it to their teacher. For the next day, the teacher ask the student to make a recount text, for example about their holiday. So, they can master well the material of writing recount.

From the reason above, the researcher chooses one topic for her research to know the problem faced by teacher in applying teacher corrective feedback in teaching writing recount text. The researcher takes a title *Teachers Corrective Feedback in Teaching Writing to the First Year Students of SMA Muhammadiyah*

1 Surakarta in 2011/ 2012 Academic Year. The research hope the result of this research can improve knowledge of teaching strategies to teach.

B. Problem of the Study

The problems of study are as follows.

1. What type of the teacher corrective feedback in teaching learning of writing recount text?
2. What are the problems faced by the teacher in implementing corrective feedback at *SMA Muhammadiyah 1 Surakarta*?

C. Limitation of the Study

The researcher wants to analyze the teacher corrective feedback technique which is applied by the English teacher in teaching writing at the first year of *SMA Muhammadiyah 1 Surakarta* to improve students' skill in writing recount text.

D. Objective of the Study

Based on the problem statement above, the objective of study are:

1. Describing the type of teacher corrective feedback technique in teaching learning of writing recount text.
2. Describe the problem faced by the teacher in implementing corrective feedback at *SMA Muhammadiyah 1 Surakarta*.

E. Benefit of the study

The benefits of study are:

1. Theoretical benefit

The purposes of the study are:

- a. To improve teaching learning process in English as foreign language.
- b. To improve the method used by English teacher to build the students knowledge in writing.

2. Practical benefit

- a. The result will help the teacher to solve their problem faced in writing class.
- b. The result will help the student to write correctly, and increase their writing skill.
- c. The result will give information to the readers.

F. Research Paper Organization

This research paper is divided into five chapters.

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

Chapter II is Underlying theory. This chapter consist of notion of teaching writing, kind of writing skills, principle of writing, recount text, notion of corrective feedback, types of corrective feedback, teacher and learner feedback.

Chapter III is research method. This chapter is divided into five, they are type of research paper, object of the research, data and data source, technique of collecting data, and the last is technique of analysing data.

Chapter IV is research finding and discussion. The finding research is elaborated into the type of teacher corrective feedback in teaching learning of writing recount text and the problems faced by the teacher in implementing corrective feedback.

The last chapter is chapter V. This chapter consist of conclusion and suggestion.