

CHAPTER I

INTRODUCTION

A. Background of the Study

There are four English skills as the basic for someone to be successful in English, namely listening, speaking, reading, and writing. Reading and listening skills are language skills which have passive characteristics. And writing and speaking skills are language skills which have active or productive characteristics. From four English skills, writing skill is one of the most important skills in teaching learning English. Fauziati (2010: 45) states that writing skill becomes important today:

As one of the four language skill, writing has always occupied a place in most English language course. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes. English department students especially need to learn and write and to prepare them selves for the final academic assignment, thesis writing. Thus, in terms of student's needs, writing occupies an equal role with the other language skills.

The writer knows that writing skill is very important and very difficult for all people. Many people especially students can't write correctly such as can't choose what the best idea to write down in the paper. The students are difficult to find the idea of writing, most of them wrote incorrect sentences, such as incorrect grammar, and word choice. Some students also could not finish their writing at the end of the time set because of less ideas and vocabulary. Harmer (1991: 16) states that writing is a productive skill because to write means to try, to produce or reproduce written messages. Richards & Rebabdya, 2002 in Fauziati (2010: 45)

states that is due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such idea into a readable text. Besides that, there are many aspects that must be used by student to write well. According to Leki (1996) in Fauziati (2010: 46) the main purpose of the learner's writing activity is to catch grammar, spelling, and punctuation error.

Each people always need a process of writing to make a good writing. And each people have different ability in writing. For some people, it needs a long time and not easy to make a good writing. From generating idea, arranging one by one word, until transferring into a paper are difficult for some person. Writing process has four stages, namely prewriting, drafting, revising, and editing. In the process of writing, the teacher can give the corrective feedback to the student. From corrective feedback, the student will know their mistake and the student can correct the mistake by instruction from the teacher.

Corrective feedback will help the students to know their errors. And the teacher can identify the student's difficulties by knowing the student's error. Absolutely, when the students make an error and then the teacher will correct it. It can make the students understand their mistake and teacher corrective feedback will help the student increase the student's ability in writing. There are two type of corrective feedback, namely oral feedback and written feedback. In corrective feedback also there are positive and negative feedback. Corrective feedback is very useful in the teaching learning process especially in writing.

In the Junior High School, the students get some of texts. There are narrative text, procedure text, recount text, and also descriptive text. The writer observed teaching learning process of writing descriptive text in SMP Negeri 2 Blora at the first year. As the favorite school with good predicate in Blora, the students are excellent, especially in writing skill. In the process of teaching writing, the teacher applied corrective feedback. Corrective feedback has help the students understand and could make the best writing. The writer chooses descriptive text because the writer knows that descriptive text is difficult. In writing descriptive text we must describe what we see, heard, smelled, felt, testes. According to Crosby (1986: 7) explains that description is used to convey what you have sensed, what you have seen, heard, smelled, felt, testes. The writer concludes that descriptive text is used to describe a particular person, place, or thing. The generic structure of description text is identification and description.

From the reason above, the researcher chooses one topic for this research and the researcher wanted to know the way and the students respond in applying teacher corrective feedback in teaching writing descriptive text. The researcher took a title “CORRECTIVE FEEDBACK APPLIED BY THE TEACHER IN TEACHING WRITING DESCRIPTIVE TEXT TO THE FIRST YEAR OF SMP NEGERI 2 BLORA IN 2014/2015 ACADEMIC YEAR”. Hopefully, the result of this research has improve knowledge of teaching strategies for the teacher and also give benefit to the education in this country.

B. Scope of the Study

The researcher analyzed the teacher corrective feedback technique applied by the English teacher in teaching writing at the first year of SMP Negeri 2 Blora especially to the class H to improve student's skill in writing descriptive text.

C. Problem Statement

Based on the background of the study, the writer stated the problems of the study as follows:

1. What are types of corrective feedback that used by teacher in the teaching learning process?
2. How do the students response to the feedback given by the teacher?

D. Objective of the Study

1. To describe the types of corrective feedback that used by teacher in the teaching learning process.
2. To describe the students response to the feedback by teacher.

E. Benefit of the Study

The writer hopes that this research has benefits in the English teaching-learning process, especially in teaching- learning writing descriptive text. There are two kinds of benefits in this research; theoretical and practical. It is as follow:

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 in selecting the effectiveness technique in teaching learning.

2. Practical Benefit

- a. The result could help the teacher to solve their problem or difficulties in writing class.
- b. The result could help the students to increase their ability especially in writing.
- c. The result could give information to the reader about teaching writing using corrective feedback.

F. Paper Organization

The organization of research is given in order to the readers understand the content of the paper.

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

Chapter II is underlying theory. It deals with preview of related literature consisting of Previous Study, notion of teaching writing, notion of writing, the principles of teaching writing, method of teaching writing, the role of teaching writing, and descriptive text, notion of corrective feedback, types of teacher corrective feedback, positive and negative feedback, and the use of teacher corrective feedback in writing skill.

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

Chapter IV is result and discussion. In this chapter, the researcher describes the implementation and clarifying the problem faced by the teacher of technique in teaching writing descriptive text to the first grade student on the SMP Negeri 2 Blora.

Chapter V is conclusion and suggestion. Beside the last part, the writer presents bibliography.