

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing as one of the four language skills is the most difficult skill to master for foreign language learners. Writing is one of the productive skills which are closely bound up with the receptive skill work (Harmer, 2001: 250). English department students especially need to learn to write to prepare for the final academic assignment, thesis writing. Writing due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, grammar, and paragraph organization but also to turn such ideas into a readable text (Richards & Renandya, 2002: 303). To make the teaching writing successful, the lecturers should give their attention about the strategies in making the teaching writing effective. Lecturers also should pay attention to the other skills that the student need before because teaching writing is a complex.

Appropriate and effective education can bring out into the optimal learning activities. So, it can be seen the criteria of the student success. The effort that lecturers do to achieve success in the writing learning process is not easy. A lecturer often gets the complaints in teaching English subjects especially in writing language skill that many students still have bad grammar knowledge. If there are writing assignments, students still have many mistakes of grammar. So, the students need a lot of feedback and note from lecturers especially in pointing out the errors grammar. The study found that even a minimal feedback given to students was helpful and provided a platform for the student self-revision and prepared them for more writings in the future.

Based on the researcher's observation when she has writing skill lesson, there were problems in the process of teaching writing. In the writing activity they still have many mistakes especially in the grammar, so the feedback from lecturer can help them to repair their mistake in the grammatical error and make

a good writing. In learning English there are many models of teaching tool for effective learning. And the researcher chose giving feedback and note especially to the grammar error in writing skill. Many students find difficulties in writing activity and they still have many mistakes on grammar. The facts of the students' problem in writing activity above also become the problem encountered by the 2nd semester students writing in English Department of Muhammadiyah University of Surakarta.

The researcher uses observation and interview as a method in this research. The researcher has observation in English Department Muhammadiyah University of Surakarta to know the impact of giving feedback in grammatical errors in writing. Beside the observation, the researcher also uses interview to the 2nd semester students writing in English Department of Muhammadiyah University of Surakarta to know how far the writing ability that they get after they get feedback in their writing worksheets.

In this case and in understanding the subject, the researcher researches deeper the impact of giving feedback by lecturers in grammatical errors toward writing competence entitled "***The Influence of Feedback Given by Lecturers on Grammatical Errors to 2nd Semester Students' Writing in English Department Muhammadiyah University of Surakarta in 2015/2016 Academic Year***". The researcher want to know more about the influence of giving feedback and note in the grammatical errors in writing activity because the researcher wants to know whether giving feedback from lecturers can improve the writing skill. Almost the student has a problem in writing activity especially in grammar. This has led researcher to conduct the research in order to improve learning outcomes in accordance with the expectations of all parties concerned.

B. Scope of the Study

In this research, the researcher limits the problem only in the influence of giving feedback and note from lecturers to students in grammatical errors especially in writing activity for 2nd semester students of English department in Muhammadiyah University of Surakarta in 2015/2016 academic year. The researcher limits the problem because for thrifty the time, cost, and energy.

The researcher makes sure that the feedback is effective for the students to more understand what their mistakes on their paper. The purposes of giving feedback on their paper are to know how to make a correction on the mistakes made and turn them into better writers.

C. Problem Statement

The writer formulates the major problem statement of this study as the following:

1. What is the impact of feedback from lecturer in grammatical errors toward writing competence?
2. How effective is the feedback from lecturer in to improve students' writing competence in 2nd semester students of English department in Muhammadiyah University of Surakarta in 2015/2016 academic year?

D. Objectives of the Study

Based on the formulation of the problem statement, then the writer formulated the objective that the research is:

1. To describes the impact of feedback given by the lecturer toward to students' writing competence.
2. To describes whether giving feedback from lecturer effective to improve students' writing competence.

E. Significance of the Study

The study is expected to give significance as follows:

1. Theoretical Significance
 - a. The result of this study can give information about the impact of giving feedback and notes from lecturers in checking grammatical errors with the writing competence.
 - b. The result of this study can be useful for the students of English department in the learning process, especially in improving their knowledge with this learning strategy.
2. Practical Significance
 - a. The result of this study can give large knowledge for the researcher in understanding the influence of giving notes and feedback from lecturer to 2nd semester students of English department in Muhammadiyah University of Surakarta in writing competence.
 - b. The result of this study can be reference for the next researcher.

F. Research Paper Organization

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

Chapter II presents review of related literature, which consists of previous study, writing skill, grammar, and feedback. Writing skill consists of the definition of writing, writing process, teaching process, and technique for teaching writing, the definition of grammar, the place of grammar in teaching, and grammatical errors. Then feedback consists of the definition of feedback, the purpose of feedback, kinds of feedback, and the source of feedback.

Chapter III is research method. These are type of the study, place and time of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV presents research results, interpretation of the findings of the research, and discussion.

Chapter V is conclusion and suggestion of the research.