

CHAPTER I

INTRODUCTION

A. Background of the Study

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. And every people communicate with spoken language and writing 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 or 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 structure the sentences, to use punctuation and spelling well, and to arrange their writing into cohesive and coherent paragraph.

Nowadays, there are many students who still make mistakes in their writing. In process of writing students need to have feedback from teacher. Corrective feedback can be an effective way to minimize or alleviate the mistakes. So, it is important for teacher to give a corrective feedback. Teacher's corrective feedback is a method to correct the students' work in teaching-learning process. Velic (2009: 22) states that the goal of feedback is to teach skills that help students improve their writing proficiency to the point where they are cognizant of what is expected of them as writers and they are able to produce it with minimal errors and maximum clarity.

In this study, corrective feedback is one of the teaching methods that is investigated by the researcher. It is a type of negative evidence which can be defined as "any indication to the learners that their use of the target language is incorrect" (Lightbown and Spada 1999, as quoted in Tatawy 2002: 1). And since it does not always provide the correct form, it will force learners to make use of their own language knowledge. Usually, different teacher will have a different feedback among the learners. Corrective feedback will give information about the correctness of a learner utterance, whereas correction would suggest that students actually learn and improve

their knowledge of the language with the help of the correction (Long (1977), as quoted in Ellis 1994:71). Corrective feedback can be done in all of school levels, such as Play group, Kindergarten, Elementary, Junior High School, Senior High School, and University. In this study the researcher wants to analyze the corrective feedback in University. Based on the background above the writer carries out research entitled “LECTURER CORRECTIVE FEEDBACK IN WRITING CLASS AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA”

B. Problem Statement

Based on the background study, the writer formulates as follows:

1. What are the types of corrective feedback used by the lecturers in writing class at English Department of UMS?
2. What is the dominant type of corrective feedback used by the lecturers in writing class at English Department of UMS?

C. Objective of the Study

Based on the research problem, the study aims to describe:

1. the types of corrective feedback used by the lecturers in writing class at the English Department of UMS.
2. the dominant type of corrective feedback used by the lecturers in writing class at the English Department of UMS.

D. Limitation / Scope of the Study

The writer limits this research on corrective feedback used by the lectures in teaching writing class in UMS. The writer takes two classes; writing II and writing IV of writing class at English department of Muhammadiyah University of Surakarta, because writing is a basic skill in English faculty. The writer takes two classes in writing II and two classes in writing IV of writing class at English department of Muhammadiyah University of Surakarta academic year 2016/2017.

E. Significance of the Study

1. Theoretical Significance

Related to this research, the writer hopes that research can be used as the reference for the other researchers who want to conduct a research about corrective feedback in teaching writing classroom.

2. Practical Significance

- a. For English lectures, the result of this research can be a reference to improve teacher's ability and competence in teaching English.
- b. For the students, this result will help the student to write correctly, and increase their writing skill.
- c. For the researcher, the result of this research can be reference for implementation of teaching writing using corrective feedback.

F. Research Paper Organization

The writer divides the research into five chapters as follows:

Chapter I deals with introduction consisting of background of the study, problem statement, 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, notion of writing, kinds of writing skills, principles of teaching writing, notion of teacher corrective feedback, types of teacher corrective feedback.

Chapter III about research method consisting of type of study, subject of the study, object of the study, data and data source, method of collecting data, place and time of research, and technique of analysing data.

Chapter IV consisting of research finding and discussion which deals with analysis and discussion of the research.

Chapter V is conclusion, pedagogical implication and suggestion which discusses the researcher's result of the study. In addition, the last part will be bibliography, virtual references, and appendix.