

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an important tool for communication. To communicate means to understand, to express many ideas, and also to develop culture between speakers and listeners or writers and readers. Language is more than just communication tool; it is the primary method by which we do things together by sharing meaning of common ground. People need to communicate in doing daily activities and making an interaction to other people in their life. One of the popular languages used in the communication process is English.

In Indonesia, English functions as a foreign language. English is very important to enrich students' knowledge of science that develops fast today. However, we can see that they often have difficulties in reading, listening, speaking, and writing. One of the language skills, writing constitutes the ability to express or communicate the ideas or thoughts in the written form. Writing is very important to be learnt. Writing is not an easy subject as people think. To write well, students need time to think, to support the idea, to choose the suitable word, to raise and to rearrange it. In this case, teachers

train the students intensively. By training and practicing it intensively, they will be good at writing.

Writing has always occupied a place in most English language course. One of the reasons is more and more people need to learn to write in English for occupational or academic purposes. Thus, in terms of students' need, writing occupies an equal role with the others language skills. But it is a difficult one as stated by Scott (1990:68) in Stella (1999:280). 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. Brown (1994) in Fauziati (2008:144) distinguishes four steps of writing which include prewriting, drafting, revising, and editing. A more detailed account and stages of writing has been proposed by White and Ardnt (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.

In this study, the researcher is interested in researching descriptive text as one of the types of genre implemented in teaching writing. Descriptive text is one of texts 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). The teacher uses corrective feedback as the best technique to develop their students writing ability. The teacher uses corrective feedback in teaching writing descriptive text because it is very effective. It means that the teacher can identify the students' difficulties by knowing their errors. Besides, it is very helpful for the students because they know their errors.

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. Then, the teacher gives correction to their students' work and then gives it again to the students. The students revise their own works based on the teacher correction. Kinds of correction will make the students build a good arrangement in sentence directly. 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 teacher as facilitator can function well by giving corrective feedback to the students writing errors.

Based on the writer's observation in SMP N 2 Baturetno, the teacher uses feedback as the best technique to develop their students writing

ability. As the school with good predicate in Baturetno, the students must be excellent, especially in writing skills. The writer conducts the study to scrutinize “THE TYPES OF CORRECTIVE FEEDBACK IMPLEMENTED BY THE TEACHER IN TEACHING WRITING DESCRIPTIVE TEXT TO THE SECOND YEAR STUDENTS OF SMP N 2 BATURETNO”

B. Problem Statement

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

1. What are the types of corrective feedback in teaching writing descriptive text?
2. What are the students' responses of the feedback applied by the teacher?

C. Scope of the Study

The researcher analyzes the teacher feedback technique applied by the English teacher in teaching writing at the second year of SMP N 2 Baturetno in 2015/2016 academic year.

D. Objective of the Study

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

1. describing the types of corrective feedback in teaching writing descriptive text.
2. describing the students' responses of the feedback applied by the teacher.

E. Significance of the Study

The significance of the study is:

1. Theoretical Significance
 - a. It enriches researches on corrective feedback
 - b. This research becomes a reference to other researches who are interested in analyzing and investigating feedback in teaching learning process.
2. Practical Significance
 - a. The result will give information to the reader about feedback in teaching learning process especially in writing classroom.
 - b. It improves teacher's knowledge in teaching English especially in writing skill.

F. Research Paper Organization

In writing this research paper, to make it easy to follow, the writer divides the research paper into five chapters and the organization is as follows:

Chapter I is Introduction presenting background of the study, problem statement, limitation of the study, objective of the study, and research paper organization.

Chapter II concerns review of related literature that covers previous study, notion of writing, notion of descriptive text, principles of teaching writing, notion of teacher feedback, types of teacher corrective feedback, teacher's role in teaching writing

Chapter III is research method consisting of type of research, subject of the study, object of the study, data and data source, method of collecting data, and technique of analyzing data.

Chapter IV consists of research finding and discussion of the research.

Chapter V is conclusion and suggestion.