

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher divides this chapter into seven points. The researcher explains the background of the study, problem statement of the study, research question, aims of the study, the limitation of the study, benefit of the study, and research paper organization.

### **A. Introduction**

#### **1. Background of the Study**

Language becomes an important tool in communication. People often use language in daily conversation. The use of language is to inform, to send message and to share idea to others. There are two kinds of communication, Verbal and Non verbal communication. Verbal communication can be in the form of written and spoken while Non verbal communication can be in the form of body languages and gesture. Every country has their own language. There are many kinds of international language and English is the international language, which is used by most people in the world to communicate for example in Indonesia as well.

Studying English is a must for students. English is considered as one of the most common subject for Indonesian students; if they do not understand English well they cannot improve their knowledge, skill, and also they can not communicate fluently with other people who came from different countries. Nowadays, competition between one country and another will be definitely hard. So it cannot be denied that English is actually the most important subject for students to learn. English consists of four skills that should be learned, there are listening, speaking, reading and writing.

Writing becomes one of the four language skills that is very difficult for students. According to Richards and Renandya (2002: 303) there is no doubt that writing is the most difficult skill for L2 learners to master. Most of them have difficulty in expressing their ideas into written text. Fauziati (2015:76) stated that students have difficulties in transferring ideas from their native language into the target language. Moreover, problems are in generating the use of grammar and choice of vocabulary. When making a

sentence, in making short and long functional text, students have a difficulty in using the tenses of the verb. Sometimes, for example they still use present for past tense. It shows that its grammar and vocabulary are the main aspect in writing.

There is also a problem in generating spelling in students writing product. According to Harmer (2001) although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the readers' judgement. The biggest problems are in students motivation in learning English. They think that English is difficult and not useful in their daily life since they use Javanese everyday. They also think that English language has differences on pronunciation, spelling and in forming a phrase.

From the statement above, we can know that writing skill is very important and has many functions for students especially in academic process, so students need to master it. Based on the regulation of the Ministry of Education in Indonesia number 20 in the year of 2005, English is one of the subject matters that is examined in the national examination for students in Junior and Senior High Schools. Many students in Indonesia still have difficulties in learning English especially in writing skill. The fact about the difficulties in writing skill happens in many students in Junior High School in Indonesia. One of the examples of students who have difficulties in learning English is students of SMP Muhammadiyah 6 Surakarta. The researcher found that the students' writing skill is still low. Almost all students in the school never produced some kinds of written texts, because they got difficulties when they were asked to write a paragraph. When they are writing some text or sentences, many grammatical mistakes were found in their writing such as spelling, punctuation, lack of vocabulary and organization of the form. Some of them, even said that they did not know how to write an English text. When they were asked to write paragraph in English, most of them had to commit plagiarism from the internet then submit it to the teacher. They also did not know in both of them which one was correct or incorrect.

From the problem above, is needed to change the condition from the students in SMP Muhammadiyah 6 Surakarta in writing skill. According to

Hattie & Timperley (2007) one of the ways that can help students in the writing skill is corrective feedback; it is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of ones performance or understanding. According to Ferris (1997) corrective feedback is virtuous as it enables L2 students to revise their own writing and assists them in acquiring correct English. After teacher gives feedback to the students writing assignment, students know their mistake. According to Keh (1990) corrective feedback defined as input from a reader to a writer with the effect of providing information to the writier for revision. Teachers' corrective feedback helped students to be more aware with their mistake which can help students to understand how to write, how to generate grammar in the text, and write the correct spelling which is also improving students writing ability.

Therefore, the researcher design this study to know more about how the types of corrective feedback are found in SMP Muhammadiyah 6 Surakarta. In this case, to make better corrective feedback used by the teacher. Based on the phenomena above, the researcher is interested to conduct a research entitled **AN ANALYSIS OF TYPE AND PURPOSE OF CORRECTIVE FEEDBACK IN STUDENTS' ENGLISH WRITING TEXT: A CASE STUDY AT SMP MUHAMMADIYAH 6 SURAKARTA**

## **B. Limitation of the Study**

In this study, the researcher limits the scope of the study only on finding out of the type corrective feedback in SMP Muhammadiyah 6 Surakarta. In conducting the research, the researcher limits the problem as follows:

### **1. Subject**

The subject of the study is limited for second grade students of SMP Muhammadiyah 6 Surakarta in 2017/2018 academic year.

### **2. Object**

The object of the study is focused on the types of corrective feedback found in SMP Muhammadiyah 6 Surakarta.

### **C. Problem Statement**

Based on background of the study, the general question is “How is Corrective Feedback provided by teacher in student writing given in SMP 6 Muhammadiyah Surakarta?” the researcher raises some question as follows:

1. What are the types of Corrective Feedback given in SMP 6 Muhammadiyah Surakarta?
2. What is the purpose of Corrective Feedback given in SMP 6 Muhammadiyah Surakarta?
3. What is the dominant type of corrective feedback used in SMP 6 Muhammadiyah Surakarta?

### **D. Objective of the Study**

Based on the problem statement above, the researcher conducts some objects of the study as follows:

1. To find out the types of Corrective Feedback done in SMP 6 Muhammadiyah Surakarta
2. To find out the purpose of Corrective Feedback done by teacher in SMP 6 Muhammadiyah Surakarta
3. To find out the dominant type of Corrective Feedback used in SMP 6 Muhammadiyah Surakarta

### **E. Significance of the Study**

The result of the study is expected to be used theoretically and practically:

Theoretical Benefit : The result of this research is expected to be reference to other researchers who want to study about corrective feedback in student English writing text.

Practical Benefit : The result of the research can be an evaluation of type corrective feedback done in student english writing text.

## **F. Research Paper Organization**

The organization of the research paper is as follows:

**CHAPTER I:** Introduction contains Research background, problem statement of the study, research questions, objective of the study, limitation of the study, benefit of the study and research paper organization.

**CHAPTER II:** Literature Review contains the theories of Corrective Feedback, Types of Corrective Feedback, Function of Corrective Feedback, Notion of Writing text, Micro and Macro of Writing, and review of related study.

**CHAPTER III:** Research Methodology contains type of methodology, data and data sources, object of the research, technique of the collecting data, technique of analyzing data, and credibility of the data.

**CHAPTER IV:** Analysis contains Introduction, Data Analysis and Discussion.

**CHAPTER V:** Conclusion and Suggestion.