

CHAPTER I

INTRODUCTION

A. Background of the Study

Communication is one of the way for people to connect their meaning between other people. It can happens because people use language on communication. Language used to communicate is not always spoken form but communication can use written form. Language has many kinds, namely language skill. Language skill has many kinds such as writing, reading, listening, and speaking.

One of the parts on language skill is writing. Writing is one of the four language skill that is very important to people. Writing has role in life, one of it is for communication. In the globalization and technology era, communication between people to be increased. Moreover, students who have relation with friends aboard. The way for them to communication are using letter, chatting via email or social media, and all way had to writing.

In the learning process, writing has an objective to get good work. The objective of learning writing is to produce the kinds of written text. To produce a good writing text, the writer should follow various classroom activities involving some steps applied in writing process. Brown (1994) in Fauziati (2008:144) distinguished for steps of writing: 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 argued that stages in process of writing include generating ideas, focusing, structuring, drafting, evaluating, and reviewing, which all interact recursively.

In Indonesia, English skill becomes the main subject, it is learned at Junior High School and Senior High School. The subject becomes the main subject because it is one of the subject for the national examination. However, many students in Indonesia still have difficulties in learning English especially writing skill. Students always make errors on writing such as, grammar, punctuation and

vocabulary. Richard and Renandya stated that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.

SMP Muhammadiyah 7 Surakarta is one of the school that concerns on education moreover on English education. Every event or every month, SMP Muhammadiyah 7 Surakarta presents English native speaker from many countries. This is the evidence that SMP Muhammadiyah 7 Surakarta concerns with English. SMP Muhammadiyah 7 Surakarta has 24 classes, the classes consist of; 4 global classes, 3 special classes, and 17 regular classes. At global and special classes, students get special treatment about English. They will taught by native speaker and outing class to study English. The purpose is to make students to be more understand about English.

Although, students have extra activities in learning English, there is a problem from students. The students have difficulties in receiving when learning English. Especially in writing paragraph texts such as descriptive text, narrative text, recount text, spoof text, new item and so on. When students have assignment to make paragraph, there are still grammatical errors on their worksheet such as vocabulary, structure, punctuation, diction and organization. Some students did not know how to write English texts. It can be seen on students' confusing when the teacher ordered to make written simple story and they make errors work. It is because the student did not know the proper grammar to use and choose a good diction on their sentence.

Therefore, teacher's corrective feedback on their student's work is important and needed. Correction from the teacher helps the students to decrease their mistakes on their work. The teacher can gives correction feedback using direct and indirect of corrective feedback or the others types. Harmer (2001) explained corrective feedback is important on learning process, it is one of the factor to support students in learning process. Lee (2004) defines teacher gives feedback to student's error using type direct and indirect types of corrective feedback. Feedback from the teacher can improve the students skill on writing and motivate their on write be better.

In SMP Muhammadiyah 7 Surakarta, the teacher gives feedback after the students got assignment from teacher to make simple paragraph. Then the students submitted their work to the teacher, after that the teacher corrects the students' work. The teacher will be correct the grammatical errors on students' work used red ink, circling the error, underlining the error and so on. It makes students know their mistake in their work.

Based on the phenomena above, the researcher interested to conduct a study about the type of corrective feedback often used by teachers to the students, to know the most dominant corrective feedback that used, and to know the purposes of corrective feedback. So, the researcher carried out a research entitled **“CORRECTIVE FEEDBACK IN STUDENTS' ENGLISH COMPOSITION: A CASE STUDY AT SMP MUHAMMADIYAH 7 SURAKARTA”**.

B. Problem Statement

Based on the background of the study above, the reseacher raised research questions as follows:

1. What are the types of corrective feedback used by teachers at SMP Muhammadiyah 7 Surakarta?
2. What are the purposes of corrective feedback at SMP Muhammadiyah 7 Surakarta?

C. Limitation of the Study

From the discussion in the background of the study and some identifications of the problem, the present study limits the scope of the research. Therefore, the researcher limits the problem into type corrective feedback used teacher on learning process, the dominant corrective feedback used by teachers, and purpose of the corrective feedback.

D. Objective of the Study

Based on the problem statement, the objectives of this research are:

1. To describe the types of corrective feedback used by teachers at SMP 7 Muhammadiyah Surakarta.

2. To describe the purposes of corrective feedback at SMP Muhammadiyah 7 Surakarta.

E. Benefit of the Study

There are two kinds of benefit from the study, namely theoretical and practical benefits, as described below;

1. Theoretical Benefit

- a. The result can be references for those who want do research about corrective feedback in writing skill.
- b. The research can give point of view for teacher on English learning process

2. Practical Benefit

a. Teacher English

The study could be useful in giving information and could be a implementation on English learning process, practically on writing skill.

b. Future Researcher

The result can be used as reference to conduct a simliar study in different field.