

CHAPTER I

INTRODUCTION

In this chapter, the researcher divides this part into seven points. The researcher explains background of the study, limitation of the study, problem statement, objectives of the study, and significance of the study.

A. Background of the Study

Learning English becomes an important thing in this modern era. There are four English skills which should be mastered by the students. Those are listening, reading, speaking, and writing. Writing is one of the skills which is very important in second language learning and it has active or productive characteristics.

As one of four English skills, writing always becomes one of the English skills which many students want to study in English language course. Many people think that they need to learn English, especially English writing. There are some reasons why they need to learn English. Firstly, it can be used for occupational or academic purposes. Second, it can be used by English department students to prepare themselves in the final academic assignment and in writing thesis. Thus, writing has the same role with the other language skills in the terms of students' needs.

Many students consider that writing is very difficult to be learnt, especially for the students of English department in Muhammadiyah University of Surakarta. There are many students who are still confused and make mistakes in their writing, because they only make simple sentences in every paragraph which they wrote. They just had several vocabularies which they know best to be written in their writing assignment.

There are also many students who still use online dictionary to interpret the whole sentences or even the whole paragraphs in making writing assignment. So, they do not pay attention on their vocabulary and grammar, because the students still do not understand about the structure of the sentence and the correct tenses which should be used by them.

Another difficulty is that the students still get problem to make an idea when they write in English. Sometimes, they also have many ideas, but they still find it difficult to organize their ideas into written form. Richards & Renandya (2002) in Fauziati (2010: 123) state that this is due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization, but also to turn such ideas into a readable text. Many students can't write correctly, because they usually find it difficult to get an idea in writing. In the other side, the students also find it difficult to choose the appropriate words and write the incorrect sentences or grammar in their writing. At this time, the role of lecturer is very important. The lecturer has to give some correction to the learners about the errors which they made. "Error is typically produced by learners who do not yet fully command some institutionalized language system" (Fauziati, 2004: 78).

According to Corder (1967) in Fauziati (2004: 78), "mistakes are ill-formed utterances which are resulted from the failure to utilize a known system correctly. Mistakes are deviations due to performance factors such as memory limitation, fatigue, emotional strain, etc".

Muhammadiyah Univesity of Surakarta, especially in second semester of English department has thirteen writing classes. It also has four lecturers who teach in that classes. Every lecturer has different technique and method to teach writing in giving the corrective feedback. Mostly, the lecturers give feedback and correction when the students make an error in their writing in order to make the students understand their mistakes.

Firstly, the lecturers usually ask the students what their difficulties are when they make the writing assignment. Then, the lecturers will answer the students' questions. Secondly, the lecturers usually use written corrective feedback in the students' worksheets which have been submitted before, and give them correction in their paper by making an underline on the wrong sentences and also give a note to correct their mistakes in writing.

Corrective feedback can be the best way to minimize the students' mistakes, so the students can improve their writing skill ability by corrective

feedback given by the lecturer. It is an important thing for the lecturers to give a corrective feedback. Ferris (2006) also states that feedback can help students to improve their writing ability. Bichener & Knoch (2009) also found that the students who were provided with written corrective feedback performed better in writing than those who did not receive any written corrective feedback. Moreover, giving corrective feedback can motivate the students and help them in correcting their own errors, so the students will improve their writing skill.

Considering the above conditions, the researcher wants to analyze the corrective feedback in writing class of English department, Muhammadiyah University of Surakarta. The researcher is interested to observe the types of corrective feedback in teaching learning of writing, the functions of it and the dominant type of corrective feedback used by lecturers. The researcher takes the data from four different writing classess of second semester students in Muhammadiyah University of Surakarta in which every class has four different lecturers. Through this research, the researcher observes the corrective feedback given by the lecturer in writing classroom. Meanwhile, the data are analyzed by using descriptive qualitative method.

The researcher chooses the topic about corrective feedback, because corrective feedback will help the students' difficulties in writing. The success of their writing also depends on the students' acceptances and their understanding of the corrective feedbacks given by the lecturers. Based on the phenomena above, the researcher carries out a research entitled **“LECTURER CORRECTIVE FEEDBACK IN WRITING CLASS OF ENGLISH DEPARTMENT, MUHAMMADIYAH UNIVERSITY OF SURAKARTA”**. Hopefully, the result of this research can improve the lecturers' teaching strategies and also give benefit for education.

B. Limitation Of the Study

The researcher limits the scope of study only on observing the technique of corrective feedback which is used by lecturers in teaching writing of

second semester, at English department, Muhammadiyah University of Surakarta.

There is a reason why researcher chooses this topic, it is because corrective feedback is important to improve the students' writing skill. The students' successes in their writing depend on the students' acceptance and their understanding of the feedbacks which are given by the lecturers, so they can justify their mistakes in writing. In this research, the researcher discussed about the techniques which are used by the lecturers to minimize the students' errors in writing, the dominant type, and the functions of lecturer's corrective feedback.

The subjects of the study are limited for four different lecturers in writing classes of 2nd semester in 2017/2018 academic year. Every class has 18-21 students.

C. Problem Statement

Based on some reasons explained in the background of the study above, the researcher studies the particular problems to make this research easier to be solved as follows:

1. What are the types of corrective feedback used by the lecturer in writing class at English department of Muhammadiyah University of Surakarta?
2. What are the functions of corrective feedback to the students?
3. What is the dominant type of corrective feedback used by the lecturers?

D. Objective of the Study

Based on the problem statements above, the objectives of the study are as follows:

1. To describe the types of corrective feedback used by lecturer in writing class at english department of Muhammadiyah University of Surakarta.
2. To describe the functions of corrective feedback to the students.
3. To describe the dominant type of corrective feedback used by the lecturer.

E. Significance of the Study

This study is expected to give some theoretical and practical benefits as follows:

1. Theoretical Benefit

This research can be used as a reference for other researchers who wants to conduct the next research about corrective feedback in writing class.

2. Practical Benefit

- a. This research can be used to improve the quality of English teaching learning, especially teaching writing.
- b. This research can develop the corrective feedback technique used by the lecturers to create an effective learning for the students.
- c. This research can help the lecturers and the teachers to solve the problems in teaching learning English, especially writing.
- d. The result of this research can help the students to increase their writing abilities.

F. Research Paper Organization

The researcher organizes this research paper in order to make it easier to be understood. This research paper is divided into five chapters. The following shows the content of this research paper.

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

Chapter II is Review of Related Literature which consists of previous study and underlying theory which deals with the notion of writing, micro skills and macro skills of writing, notion of corrective feedback, types of corrective feedback, and functions of corrective feedback.

Chapter III is Research Method. It consists of type of the research, setting of the study, subject of the study, object of the study, data and data source, method of collecting data, technique for analyzing data, and credibility of the data.

Chapter IV is Research Finding and Discussion which consists of types of corrective feedback, functions of corrective feedback, and dominant type of corrective feedback.

Chapter V consists of conclusion, pedagogical implication, and suggestions.