

CHAPTER 1

INTRODUCTION

A. Background of the Study

In learning English, students who want to be successful in English learning should master four language skills. They are listening skill, reading skill, speaking skill and writing skill. From the four language skills, writing skill is one of the four language skills which is very significant in teaching learning. The main reason is that writing in second language is a complex skill which needs the teacher's guide in order to help students to develop it. The main goal for teachers and educational researchers is to find the best ways to develop second-language writing skills. (Polio, 2003)

The learners need to master one productive skill among all skills, that is writing skill because it is very important to learners. Harmer (1991: 16) states that writing is a productive skill because to write means to try, to produce or reproduce written messages. Richards & Rebabdya, 2002 in Fauziati (2010: 45) states that 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 idea into a readable text. Besides that, there are many aspects that must be used by student to write well. According to Leki (1996) in Fauziati (2010: 46), the main purpose of the learner's writing activity is to catch grammar, spelling, and punctuation error.

According to Harsyaf et al. (2009), writing skill is the most complicated skill to be learned. Many people or students cannot write correctly, they usually feel difficult to build an idea and to write. In the other hand, the students usually feel difficult to choose suitable words or sentences and finally they write incorrect word in their writing. At this time the teacher must pay attention to the students, so the students will understand and can review their mistakes. The teacher should give some correction to the students about the errors they have made.

There are several informations obtained in the observation on the English teaching learning at SMP Muhammadiyah 1 Sragen, especially in 2017/2018 academic year. The researcher found some problems which happened in the English teaching learning. The teaching of writing at SMP Muhammadiyah 1 Sragen seems to be inadequate satisfying. Many students have low motivation in learning English, especially in writing lessons. Many students said that English is not an interesting subject. In writing, the students do not care about their grammar and vocabulary, usually they immediately write what they think without regarding whether their writing is correct or not. As a result, the students turn into less active writing and at the end they might become less competent in writing skill.

Additionally, the students also consider that writing is very difficult to be learned. One of the problems faced by the students is the students cannot write correctly, such as can't choose what the best idea to write down in the paper. The students are difficult to find the idea of writing, most of them wrote incorrect sentences, such as incorrect grammar and word choice. Some students also could not finish their writing at the end of the time set because of the less ideas and vocabulary.

Corrective feedback as a method to correct the students' work in teaching learning process. Corrective feedback can be an effective way to minimize the student's mistakes. So, it is important for teacher to give a corrective feedback. In this study, corrective feedback is one of the teaching method which is investigated by the researcher. According to Corder (1967) in Fauziati, (2004: 78), "mistakes are incorrect utterances that produced from the failure to used a correct utterances. Errors are aberration cause of several factor, such as memory limitation, weariness, emotional weariness, etc". Many students still make mistakes on their writing. So, the teachers' role is important to give feedback to the students, because feedback from the teachers can give guideline for the students in their writing. So, the students need to have feedback from teacher in the process of writing. The benefits of giving feedback to the students, such as

1) can motivate the students so that the students are more understand in their writing, 2) can improve their ability to writes more better, and then 3) can help to review their mistakes in their writing.

In teaching writing, the teacher usually asks the students to collect the students worksheet. Then, the teacher corrects by marking all aspects of students' writing which is still wrong. However, there have been a number of problems faced by the teacher in the teaching of writing. One of them deals with types of corrective feedback. An appropriate feedback which provides interesting activities will encourage students to be active and realize the demand they are supposed to have.

In conclusion, corrective feedback which is given by the teachers can minimize and relieve students' error in their writing, because every teacher's feedback can make the students to write correctly. Corrective feedback which is given by the teachers can be a technique to minimize the students' difficulties. Through corrective feedback, the teachers also can monitor the students' progress about their writing.

Considering the above conditions, it is necessary to provide the types of corrective feedback which may help students to create a good learning atmosphere and to take part actively in the classroom activity in order to increase their writing skill. Beacause of this reason, the researcher is interested to observe the types of corrective feedback in teaching learning of writing and the function of corrective feedback in teaching writing. The researcher takes two English teachers and three classes of SMP Muhammadiyah 1 Sragen in 2017/2018 academic year as the subject of observation. Through this study, the researcher observes the corrective feedback given by the teacher during the classroom activities. Meanwhile, the data are analyzed by using descriptive qualitative method. Based on the background above, the researcher carries out a research entitled **“TEACHER CORRECTIVE FEEDBACK IN TEACHING WRITING OF SMP MUHAMMADIYAH 1 SRAGEN IN 2017/2018 ACADEMIC YEAR”**

B. Limitation of the Study

Writing skill is important in the academic purpose and teaching learning. Therefore, writing subject is very important to be taught in the classroom. There are various models which can be used to improve the students' writing skill in teaching and learning process. One of the models is teacher's corrective feedback in teaching writing.

The researcher has a reason to choose this topic as a research, because corrective feedback is an appropriate method to minimize the students' mistakes. The teacher gives the correct form of the mistakes made by the students in their writing. So, the students can know their mistakes and they can improve their writing skill.

In this study, the researcher focuses on teacher's corrective feedback in teaching writing. This research took place at SMP Muhammadiyah 1 Sragen in 2017/2018 academic year. The researcher took 96 students and 2 English teachers as the subject of this research.

C. Problem Statement

Based on the above statement, the researcher stated the problems of the research. They are :

1. What are the types of corrective feedback used by the teacher in teaching writing at SMP Muhammadiyah 1 Sragen?
2. What are the dominant types of corrective feedback used by the teacher in teaching writing at SMP Muhammadiyah 1 Sragen?
3. What are the functions of corrective feedback in teaching writing at SMP Muhammadiyah 1 Sragen?

D. Objective of the Study

Based on the problem statement, the researcher asserted the object of the study, there are:

1. To describe the types of corrective feedback used by the teacher in teaching writing at SMP Muhammadiyah 1 Sragen.

2. To describe the dominant types of corrective feedback used by the teacher in teaching writing at SMP Muhammadiyah 1 Sragen.
3. To describe the functions of corrective feedback in teaching writing at SMP Muhammadiyah 1 Sragen.

E. Benefit of the Study

This study is expected to give some theoretical and practical study benefits.

1. Theoretical Benefit

- a. To increase the quality of teaching learning process, especially in writing.
- b. To improve the method used by English teacher in order to be effective and useful in teaching learning process for the students.

2. Practical Benefit

- a. The result of this study hopefully can help the teacher to solve the student's problem or difficulties in writing
- b. The result of this study hopefully can help the students to improve their ability especially in writing.
- c. The result of this study hopefully can give information to the reader about teaching writing using corrective feedback.

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, benefit of the study, and research paper organization.

Chapter II is Review of Related Literature which consists of previous study and theoretical review which deals with the notion of corrective

feedback, types of corrective feedback, function of corrective feedback, notion of writing and micro and macro skills.

Chapter III is Research Method. It consists of type of the research, object of the study, subject 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, dominant types of corrective feedback, and functions of corrective feedback.

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