

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is skill that has an essential and significance role in second language learning. Writing is also one of English skill which has active or productive characteristics. There are four English skills, namely listening, reading, speaking, and writing, but writing skill is one of the most important skills in teaching learning English. Fauziati (2010: 45) states that writing skill becomes important today.

As one of four language skills, writing has always occupied a place as the most English language course. One of the reasons is that more and more people need to learn or to write in English for occupational or academic purposes. English department students especially need to learn, write and to prepare themselves for the final academic assignment, thesis writing. Thus, in terms of student's needs, writing occupies an equal role with the other language skills.

The writer knows that writing is the most difficult skill to master for foreign languages learners. 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 choices of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text. Many people especially students cannot write correctly, they are usually difficult to find idea to write. On the other side, students are also difficult to choose the appropriate word, and write the incorrect sentence or grammar in their writing. At this time, the role of lecturer is very important. The lecturers have to give some corrections to the learners about their errors that they made. "Error is typically produced by learners who do not yet fully command some institutionalized language systems" (Fauziati, 2004: 78).

According to Corder (1967) in Fauziati, (2004: 78), "mistake 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, and many more". There are many students who still make mistakes in their writing. So, the students need to have feedback from the teacher in

their process of writing. Corrective feedback can be an effective way to minimize or alleviate the mistakes. So it is important for teacher to give a corrective feedback. Ferris (2006) stated that feedback helped students in improving their writing. In addition, Bichener & Knoch (2009) 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. Feedback not only gives reinforcement to maintain good behaviors of the students (as we can find in the positive or non-corrective feedback) but also makes students aware of the mistakes they make on their writing (as we can find in negative or corrective feedback). Teacher's corrective feedback is a method to correct the student's work in teaching learning process. In this study, corrective feedback is one of the teaching methods investigated by the researcher. Corrective feedback can be done in all of school levels, such as Play Group, Kindergarten, Elementary, Junior High School, Senior High School, and University.

Students are usually difficult when they are asked to write than to speak because when they are writing, they have to know the correct grammar, the suitable vocabulary, the structure of a phrase or sentence that they write, and also how to deliver their idea in the paper. Sometimes when students are asked to write, they have no idea what they have to write or sometimes they are also difficult to convey their idea in the paper.

When students start to write, they often make several mistakes, sometimes students are unable to choose the suitable body of words used in particular occasion. And then the students cannot distinguish the language context used in *bahasa* and English. Sometimes the language context between *bahasa* and English are difference because we have difference cultures, so students often make some mistakes in their writing.

Lecturers give corrective feedback to correct students writing, especially in writing class the lecturers correct the student's writing by giving a sign and underline with red tint under the incorrect word or phrase without provide the correct form, it is also called as indirect corrective feedback. But sometimes lecturers just give the correct form to the students but the students do not know where part in their writing's

that may be wrong. It is also called as direct corrective feedback. Both of those types are very helpful for students to correct their writing. It is also important for the lecturers to apply corrective feedback in teaching writing because it can improve student's writing skill, especially in the writing class. Corrective feedback can be a way to go forward for students to prepare themselves in writing the final project.

In this study the researcher wanted to analyze the corrective feedback in university. Because of this reason, the writer was interested in observing the types of corrective feedback in teaching learning of writing, the function and the dominant of corrective feedback. The writer took the students of English department. Through this study, the writer observed the corrective feedback given by teachers in writing classroom. Meanwhile the data were analyzed by using descriptive qualitative method. Based on the background above, the writer carried out research entitled **“LECTURER’S CORRECTIVE FEEDBACK IN TEACHING WRITING AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA”**. Hopefully, the result of this research can improve the lecturers' teaching strategies and also give benefit for education.

B. Problem Statement

From the problems obtained in the observation in Muhammadiyah University of Surakarta especially in writing teaching and learning process at third semester, the lecturer had to know what the difficulties or problems were faced by students in writing, it was important for the lecturer to increase writing ability of students.

There were many problems happened to the students in writing, first, the students less interested and lack ability in their writing, they did not care about their grammar and vocabulary when they are writing. Sometimes students are easier to convey their ideas orally rather than in written form, to make good and accurate in writing, students should need a process to understand about vocabulary and grammar correctly so it can help student's writing process, and the students should be enthusiast and pay attention to the lecturer's corrective feedback. Because the role of corrective feedbacks was to help the students then fixed their errors in writing. The fact about the difficulties happened to the writing class at Muhammadiyah University

of Surakarta Academic year 2017/2018, the ability of students must be improved by lecturer's corrective feedback.

Based on the background above, the researcher appointed the problems of the study as follows:

1. What are types of corrective feedback used by the lecturers in writing class at English Department of UMS?
2. What is the function of corrective feedback applied by lecturers?
3. What is the dominant type corrective feedback used by the lecturers?

C. Objective of the Study

1. To describe the types of corrective feedback used by the lectures in writing class at the English Department of UMS.
2. To know the function of corrective feedback applied by the lecturers in writing class at the English Department of UMS.
3. To know the dominant types of corrective feedback used by the lecturers in writing class at the English Department of UMS.

D. Significance of the Study

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

1. Theoretical Significance

Related to this research, the writer hopes that research can be used as the reference for the other researchers who want to conduct research about corrective feedback in teaching writing classroom.

2. Practical Significance

- a. For English lectures, the result of the study can be a reference to improve their ability and competence in teaching English.
- b. For the researcher, the result of the research can be the reference for implementation of teaching writing using corrective feedback.