CHAPTER I

INTRODUCTION

This chapter divides this part into five topics. This study explains background of the study, limitation of the study, problem statement, objective of the study, and significance of the study.

A. Background of the Study

English language often used for many purposes such as for education or business. The four skills should be mastered while learning foreign language are writing, reading, speaking, and listening. According to Sadiku (2015), the integration of listening, reading, writing and speaking will make learner good listener, reader, writer, and speaker. Therefore they are able to communicate effectively. Writing is one of the skills which is becomes important to English students especially in second semester.

As everybody knows, writing is a crucial skill. According to Walsh (2010), writing is important because it is used extensively in higher education and in the workplace. In addition some people can spell but could not how to write it. Many people realise that they need to learn English but, people while they learn English they also have difficulties in writing, even in Indonesian people. They often said that learning writing is difficult because they have limited vocabulary.

Renandya (2002), stated that writing is not only concerning with organizing their ideas using the appropriate choice of vocabulary, sentences or paragraph, but also put it to a readable text. The students not only focus on the build idea and write down in their paper' work but also they should remember that their written is acceptable and readable for the readers. In the study of foreign language the errors is unavoidable. The students make errors because of some reasons.

Fauziati (2004) , stated that "errors typically are produced by the learners who do not fully command some institutionalized language system". To conclude that errors are the crucial things it is needed treatment to solve this problem. At this moment the role of lecturer is very important. The lecturer should think the ways to give feedback or correct their student's works.

Corrective feedback is one of the ways to guide the students develop their writing skill, even good writer. Jarkasi (2007) stated that corrective feedback is one factor that influences the progress of students while learning English. Here, corrective feedback plays an important to the student. Through corrective feedback the students' know what their error and hopefully when they know the error, they will not do the errors in the same way. It is also written down in Indonesian law UU RI NO. 20 2003 saying that the teachers evaluate the students for monitoring the process, progress, and remedial continuously. Moreover the lecturer should guide the students during writing to make the student develop their writing skill and build their self-confidence in writing.

Corrective feedback is used if the students make the errors and the lecturer has to give feedback to the learners. Feedback of the lecturer can be written or spoken. Hyland & Hyland (2006) stated that there are two forms of corrective feedback in writing: written and spoken. In addition, Department of English Education at Universitas Muhammadiyah Surakarta, writing is on e of four skills written on the syllabus design. The course of writing skills that is Paragraph Development Writing in the second semester is to develop the student's ability to write paragraph in English.

In Department of English Education Universitas Muhammadiyah Surakarta, the lecturer of Paragraph Development Writing class uses corrective feedback as the best technique to develop their students in writing.

The researcher wants to conduct research about feedback because. In fact many students of second language cannot write correctly, they often do the errors and they also admitted that they have difficulties in writing. Even some of the students usually used online dictionary while they want to arrange the good paragraph, because they consider that they only had limited number of vocabulary to put it down in their written assignment and those are their ways to avoid the errors.

Corrective feedback is very important role. It can be seen in the previous studies who conduct research about corrective feedback in writing such as in Rahmawati (2015), who found that there are changes between before and given oral and written feedback. The second previous Amrhein (2010), stated that the written corrective feedback is useful.

From the explanation above, the current study is conducted research entitled: "**CORRECTIVE FEEDBACK USED IN PARAGRAPH DEVELOPMENT WRITING CLASS AT ENGLISH DEPARTMENT OF EDUCATION UNIVERSITAS MUHAMMADIYAH SURAKARTA**".

B. Limitation of The Study

From the identification above the writer has limitation in this study, the study only focuses on the type of Corrective feedback used in Paragraph Development Writing A and B class of second semester at English Departmentof Education Universitas Muhammadiyah of Surakarta 2019/2020 academic year.

C. Problem Statement

Based on the background of the study the researcher is able to analyse as follows:

1. What types of Corrective Feedback used by the lecturer in Paragraph Development Writing class of second semester at Depatment of English Education Universitas Muhammadiyah Surakarta?
2. What are the students' perspectives about the lecturer's feedback?

D. Objective of the Study

Based on the Research Question above, this research is going to describe the types of feedback in Paragraph Development Writing class of second semester Department of English Education at Universitas Muhammadiyah Surakarta 2019/2020 academic year and to describe the student's perspective about the lecturer's feedback.

E. Significance of the Study

The researcher hopes that this research has benefit in the English teaching learning process especially in teaching writing skill. There are two kinds of benefit in this study as follows:

1. Theoretically

This research can be used as reference for other researcher who wants to conduct research about corrective feedback in writing skill.

2. Practically

There are some benefits for the teacher and the student in many ways:

a. For Lecturers

The result of this research hopefully can provide variation of teaching method for lecture to give appropriate feedback in Paragraph Development Writing

b. For Students

To make easy for them learning writing and can motivated and used the correct way while they are do an error

c. For other Researchers

The result of this research can be used as references for who want to conduct a research in writing skill teaching learning process, especially in giving feedback.

F. Research Paper Organization

In writing the research paper to be more systematic and focused on one thought and to further facilitate the authors in this research, the following systematic discussion which consists of five chapters, are displayed namely:

Chapter I Introduction consists of background of the study, research problem, research objectives, research benefits and research paper organization.

Chapter II Underlying theory it explain about description of the theory used in this research such as writing, teaching writing, paragraph development, the type of corrective feedback and function of feedback and followed by previous study related to this topic.

Chapter III contains about research methodology it containing research type, object of the research, data and source of data, method of data collection , technique of data analysis , credibility of data .

Chapter IV this research will describe the type of feedback used by the lecturer in Paragraph Development Writing class and the student perception at English Department and Education Universitas Muhammadiyah Surakarta, then followed by discussion.

Chapter V this chapter contains conclusion, implication and suggestion