

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the courses learned by students that are given at any educational level, such as elementary, junior high school and senior high school. Learning English language occupies an important role in our educational curriculum. Students at junior high school have studied English language and they are expected to be able to use language skills like speaking, writing, reading, and listening. Writing skill is viewed as the most difficult skill for young foreign language learner. According to Richard and Renandya (2002) in Fauziati (2015:123), this skill does not only focus on the choice of vocabulary, sentence and paragraph but it is also related to the idea that can be read easily.

On the other hand, there are some difficulties in writing English language caused by some reasons. First, the students have short time of practice and the second, they are afraid of making mistakes. They are lazy to write in textbook, lack of vocabulary and they have the difficulty in choosing the correct word. These are some causes that make the students feel difficult in writing English language. Richard and Renandya (2002) distinguish four basic stages of writing which include planning, drafting (writing), revising (redrafting) and editing. Planning or pre-writing is class activity that encourages to student to write. Drafting is stage that gather the sufficient ideas in first attempt at writing. At drafting stage, the writer only focuses on the writing without regarding grammatical accuracy. Revising is not only checking the language errors. It is done to develop the purpose of writing and the organisation of ideas to make the reader understand the writer's intention. At the editing stage, students fix their texts as the final draft for evaluation by the teacher. They edit their own texts for grammar, spelling, punctuation, diction, sentence structure and textual material for example that is quotations.

In teaching writing, the teacher usually provides exercises for evaluating the students' skill in writing process. After doing exercises, the teacher gives feedback to the students to help them in evaluating the students' skill. Feedback can help the students to increase their writing skills. In teaching learning process in SMPN 2 Sawit Boyolali, the teacher also provides writing materials such as sentence structure, grammar, spelling and exercises. Writing materials of seventh grade at SMPN 2 Sawit, Boyolali consists of arranging simple sentence to introduce themselves, arranging simple dialogue, writing things around them, and etc. The objective of teaching writing in SMPN 2 Sawit, Boyolali is improving the students writing skill and the students can write a simple text or paragraph by themselves. In reaching the objectives of teaching writing, the teacher uses feedback to identify the students difficulty in writing process. The students should revise their work based on the teacher's feedback. The writing skill of the students in SMPN 2 Sawit Boyolali has many difficulties. So, feedback given by the teacher can help the student to solve difficulties in writing process. Teacher can help the students understand in writing and teacher can become a facilitator in the process of writing, it makes the students more active in writing (Fauziati, 2015:128). The types of feedback from the teacher are oral and written. When giving an oral feedback, the teacher directly gives the feedback and guides the student to revise their draft but in giving written feedback, the teacher gives mark or comment in their worksheet.

From the reason above, the researcher is interested in identifying the type of the corrective feedback applied by the teacher and how the students respond to the corrective feedback by the teacher. The researcher conducted the research entitled **CORRECTIVE FEEDBACK APPLIED BY THE TEACHER IN TEACHING WRITING AT THE SEVENTH GRADE IN SMPN 2 SAWIT BOYOLALI IN 2018/2019 ACADEMIC YEAR.**

B. Problem Statements

From that statement of the background, the researcher can formulate the problem as follows:

1. What are the types of corrective feedback applied by the teacher in teaching writing at seventh grade of SMPN 2 Sawit, Boyolali?
2. How do the students respond toward the feedback given by the teacher?

C. Limitation of the Study

The researcher focused to the corrective feedback applied by the English teacher and the students' responses toward the feedback given by teacher in teaching writing at seventh grade of SMPN 2 Sawit Boyolali in 2018/2019 academic year.

D. Objective of the Study

Related to the problem statement, the objectives of this study are as follows:

1. To describe types of corrective feedback applied by the teacher in teaching writing at the seventh grade of SMPN 2 Sawit Boyolali in 2018/2019 academic year.
2. To describe the students' responses toward the feedback given by the teacher.

E. Significance of the Study

This study is expected to give significance that consists of two parts as follows:

1. Theoretical Significance

This research can be a reference to other researchers who are interested in analyzing feedback in teaching learning process.

2. Practical Significance

- a. For the researcher, he can understand and enrich the knowledge of corrective feedback in teaching learning process.

- b. For the readers, the result will give information to the reader about feedback in teaching learning process especially in writing classroom.
- c. For the teachers, this study can help them as evaluation in teaching English especially in writing skill.

F. Research Paper Organization

In this research paper, the researcher divides the research paper into five chapters in order that the reader can understand about the content of the research.

Chapter I is Introduction, which consists of Background of the Study, Problem of Statement, Limitation of the Study, Objective of the Study, Significance of the Study, and Research Paper Organization.

Chapter II is Review of Related Literature, which consists of Previous Study, Underlying Theory, and Theoretical Framework.

Chapter III is Research Method, which presents Type of the Research, Object of the Research, Research Participant, Data and Data Source, Method of Collecting Data, Technique for Analyzing Data, and Technique for Checking the Credibility of Data.

Chapter IV is Research Findings and Discussion.

Chapter V is Conclusion, Pedagogical Implication, and Suggestion.