

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of important four of language skills that should be learned by the students at State Junior High School. Through writing, the students can express their idea; convey the feeling or a piece of information using language in written form to their reader fluently and accurately. By writing, the students also acquire their imaginative and critical thinking ability.

Based on Curriculum 2013, the purpose of teaching English is to develop the potential of learners in order to have communicative competence in interpersonal, transactional, and functional discourse, using various texts using oral and written English, coherently by using nothing accurate and questionable, about various factual and procedure knowledge, and inculcating value sublime character of the nation, in the context of life in the home, school, and community, one of the efforts to help students improve their writing for better is feedback given by the teacher. From the feedback, students can learn from their mistake so that for the next students not to repeat the mistake.

Feedback is a response, from the computer or teacher or other learners, about the performance of the task that can be used to improve (Crass, 2013: 17). It means that feedback is teachers' response to students as interaction about task

performance students to improve something. In addition, Feedback is about giving information in a way that encourages the recipient to accept it, reflect on it, learn from it, and hopefully make changes for the better. Being able to give feedback is a skill that is useful in our personal and professional lives. It means feedback is about giving information and a skill is useful for our personnel to be better.

Feedback consist of six types, there are direct feedback, indirect feedback, metalinguistic feedback, focused versus unfocused feedback, electronic feedback, and reformulation feedback. Direct feedback is the teacher provides the students with the correct form. Indirect feedback is the teacher indicates that an error exists but does not provide the correction, teacher underline the error word to correct students writing. Metalinguistic feedback is teacher give clue code to correct writing errors (e.g. WW = wrong word, art = article). Focus versus unfocused feedback is unfocused feedback is extensive, the teacher correct all of the students' error and focused feedback is intensive, the teacher select one or two specific types of errors to correct. Electronic feedback is teacher use electronic to correct students' errors such as web to correct grammar and teacher give a hyperlink that provides examples of correct usage. And reformulation feedback is a technique that is not restricted to assisting students with their surface level linguistic errors; it is also designed to draw attention to higher order stylistic and organizational errors.

Feedback is very important for students. Feedback can give students motivation. Feedback can help learners to maximize their potential. Feedback can develop performance and feedback can give students know about students mistake. So many important feedback for the student. Especially for students' writing

Based on previous research, it was found that almost all students, for feedback in the form of correction, obtained direct feedback followed by focused and unfocused feedback on their writing (Basitoh, 2016). In addition, it was found that teacher's written feedback helps students write a narrative text. It is because the teacher gives the feedback clearly, and also one by one. It makes the students know and understand their mistakes in writing a narrative text easily (Rahayu, 2013). In other research, it was found that indirect feedback very effective to teach narrative text writing.

Based on preliminary observation in State Junior High School 1 Danau Kembar on 20 March until 19 April 2018, the research found that teacher gave feedback after teacher collected the students writing task. After giving feedback the teacher gave the score. The teacher gave feedback focus to content and grammar of the text. The teacher did not use components of writing to correct of students task.

Based on the phenomenon above, the researcher is interested in doing the research about “Teacher’s Written Corrective Feedback on Students’ Writing Task at State Junior High School 1 Danau Kembar.

B. Focus of the Study

This study only focuses on teacher’s way correction in writing. This research wants to describe the types of written corrective feedback is mostly used by the English teacher and describe how does teacher correct students’ writing task.

C. Formulation of the study

In this study, the writer limits the discussion by stating the problem:

1. What type of written corrective feedback is mostly used by the English teacher in students’ writing task at State Junior High School 1 Danau Kembar?
2. How does teacher correct students’ writing task at State Junior High School 1 Danau Kembar?

D. Purpose of the Study

The purpose of this research is:

1. To describe the type of written corrective feedback is mostly used by the English teacher in students’ writing at State Junior High School 1 Danau Kembar

2. To find out how does teacher correct students' writing task at State Junior High School 1 Danau Kembar

E. Significance of the Study

The research gives a contribution to the teacher and students. The result of this research can give information and make the contribution to the research about teacher's feedback. Feedback can improve students writing ability. If the teacher gives feedback in students' writing, the students can't repeat the same mistake in the next writing task. The students can make the good paragraph.

F. Definition of Key-Terms

Written Corrective Feedback as the teacher's input which signals that the student's use of the target language contains a grammatical inaccuracy or fails in the act of communication (Lightbown and Spada, 2006)

Writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities (Harmer, 2004: 86)