CHAPTER I

INTRODUCTION

This chapter presents background of study, statement of problem, purpose of study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of Study

Teaching English in senior high school needs strong intention to improve the students ability in English communication. From EFL classroom, it is important to make students capable of using English for communication. It also purposes to train students' ability in English language communication. That is why the students have to be able to write and express their mind, ideas, feeling, information and experience in order to reach the purpose of communication English language learning with good feeling and attitude.

In learning English, writing becomes one part of four skills that students need. According to Raimes (1983), writing is important to help students learn, write reinforces grammatical structure, idiom and vocabulary. Writing gives opportunity for students to be adventurous with language and become very involved with new language. It becomes more challenging with what to put down next or how to put it down in paper. The biggest problem in learning writing for students is lack of vocabulary, then bad in grammar, and they are difficult to arrange words to be some sentences. These are the big problems for students to express their ideas in written text. Turner & Paris, 1995 stated that students'

writing activity can be increased with the challenge determining students' writing attitude because writing attitude has link between motivation and literacy learning.

According to Bruning and Horn (2000), writing is a struggle complex process, and students need to develop strong beliefs in the relevance and importance of writing. For having good attitude teacher needs to develop motivation to students in writing, understand the students need in writing process, apply the appropriate strategy and create a positive emotional environment. It can motivate students in the complex writing process and improve attitudes toward writing.

A successful learning language depends on how the attitude towards language itself. When the students have possitive attitude toward language, the attitude will be followed by a good action and indicate a good result in studying language, on the contrary when students have bad attitude so they will get negative action and bad result (Jendra : 2010). The attitude toward language is also influenced by the attitude toward writing. Dominantly, students have negative attitude toward writing. They feel writing in English is so difficult so they are not interested to write. Students dislike writing because writing needs much of vocabularies, grammatical procedure in language, organization of sentences, coherence and understanding what to write about. The students' negative attitude toward writing leads them to the hatred and apprehension toward writing.

Giving feedback is the teacher's effort to enhance the writing attitude of writing. Feedback is usually given by teacher after students have done their writing. Giving feedback is to evaluate what students write, how the students

write, and how procedure of writing can be applied in their writing. Feedback is also the step to give correction, response, suggestion and comments. The definition of feedback by Flower (1979) is comments, questions, and suggestion from a reader to the writer with the effect of providing the information to the writer for revision. In the same meaning a feedback needs improvement. In traditional feedback teachers usually give comments, suggestion and mark for students' writing when there are some mistakes then suggest for students to repair it to be a good writing.

Students have different response when teacher gives feedback, positive response when students evaluate their writing based on the teacher suggestion and still have good attitude for revising their writing, never give up to try. Then, when students have negative response in writing they feel that teacher and their friends' suggestion or correction are just for justification and make students feel that writing is so difficult and so many of procedures.

In writing, students need correction for their own writing. The correction is focussed on students' errors in their writing. The correction is to make students understand about their mistakes in writing. The mistakes are about their structure of grammar, organization of text, punctuation and word choices. The correction can be given by using online. In online activity teacher and students can discuss together and share the knowledge to other students. Most of students still cannot correct their own writing. Students are depending for teacher to correct and evaluate their writing. They have less of effort to arrange some words to be sentences or paragraph. They always wait the teacher to tell them about their mistakes.

Online feedback is one of some ways that possible to apply in learning processes. As we know today the most of our activities are based on technology, it is very beneficial for students to do the activities in learning process. They can use their gadget, note book or the other tools to connect to internet. Students can write their status and what in their mind, it is the part of writing activity. Online feedback is possible for students to correct their own writing. Teacher can give them writing assignment and the assignment can be evaluated by themselves. Online writing gives students chance to write what on their mind, they will feel free to share the idea seems like they do every day in facebook account, and they enjoy to explore their experiences. It can support students' motivation to write and improve their attitude toward writing.

In SMA Negeri 1 Menganti students use facebook as the tool to get correction from their teacher and their friends. After they do their writing assignment, teacher postes it then the teacher and the other friends give comments or suggestion. The feedback is given to enhance their writing performance and their writing attitude. Feedback can be used as an instructional tool of writing to increase the learner's writing ability. According to Wanchid (2010), feedback can be provided either face to face or through the internet. Among many technologies, facebook is the most popular networking for students. In SMA Negeri 1 Menganti, teacher and students make a group to exchange feedback toward students' writing. The feedback provides more opportunities for students to communicate with their friends, so it can promote students' involvement and motivation.

Whicadee's study at 2013 explores how intregating a social media with feedback in group students' learning, investigates the nature of feedback students received on their writing, and examines their attitudes towards the use of facebook for peer feedback. There are 30 undergraduate students who participated in giving and receiving feedback on facebook with the purpose to develop their writing competence over the fundamental English course of one-semester study. The data are collected from questionnaire and interview. The results revealed that the nature of students' feedback focused on content more than grammatical errors. However, quantitative analysis of the comments and revisions to the drafts show that feedback given on facebook had an effect on improving revised drafts. There was statistically significant improvement in the revised drafts which was linked to feedback. Then, the analysis of interviews indicated positive attitude on the use of facebook for feedback in English class.

Based on the explanation above, the researcher wants to conduct research about the corrective feedback by using online toward students' writing attitude at second grade of SMA Negeri 1 Menganti. The researcher chooses XI MIA 1 which consist of 34 students. The researcher wants to investigate how the implementation of corrective online feedback toward writing attitude and how the students' perception toward corrective feedback by using online at second grade of SMA Negeri 1 Menganti.

1.2   Statement of Problem

According to the explanation above, researcher decided two problems that will be answered later, they are:

1. How is the implementation of corrective online feedback towards writing attitude at second grade students of SMA Negeri 1 Menganti?

2. How is the students' perception toward corrective feedback by using online to their writing attitude?

1.3   Purpose of Study

Related to the research questions stated, the purpose of the study are follows:

1. To describe the implementation of corrective online feedback toward students' writing attitude done by teacher at the second grade of SMA Negeri 1 Menganti.

2. To describe students' perception toward corrective feedback by using online to their writing attitude at second grade student of SMA Negeri 1 Menganti.

1.4   Scope and Limitation of The Study

The scope of this study is the English teacher and the students of XI MIA 1 in SMA Negeri 1 Menganti and also the writing assignment. The limitation of study is focused on the implementation of corrective online feedback towards writing attitude to the second grade students and also the contribution toward students and teachers. Contribution is limited to the benefit after implementing

online feedback for students' writing and the students' perception toward

corrective feedback by using online to their writing.

1.5 Significance of Study

There are several significances can be taken from this study which

beneficial for teachers, students, readers, and other researchers.

1.5.1 Theoritical Significances

a.   For the teacher, the result of this study will give contribution to the method

of English teaching learning process especially in teaching writing.

b.   For other researchers, the result of this study can be used as the reference for

people who want to conduct research in teaching learning process.

1.5.2 Practical Significances

a.   For teacher, with corrective online feedback, the teacher will be able to

teach English writing to the students more effectively and interesting.

b.   For the students, by using corrective online feedback, all students will be

able to evaluate their writing without depending on teacher to learn and they

will enhance their ability in writing mastery to support their four basic

English skill.

c.   For the reader, after reading this research the reader will get new knowledge

about the implementatin of corrective online feedback toward

students'writing attitude.

1.6   Definition of Key Terms

To avoid misunderstanding between the researcher and the readers, the important thing is giving the definition of key terms. The definition of key term are given as follows:

1.   Corrective online feedback: Facilitation which consists of comment, suggestion and correction that given by teacher and students to correct some students' writing error such as grammar, organization of text, punctuation, and word choiches to the students of XI MIA 1 toward their writing in facebook.

2.   Writing attitude: The feeling, perception and motivation of students toward writing to express their mind about writing that influence their writing performance.