

CHAPTER I

INTRODUCTION

1.1. Background of Study

English as compulsory subject has been taught in Indonesia from the low level to the high level of education. Even in some elementary schools, English is offered as an elective subject. Lengkanawati (2004) stated that however the teaching of English as a foreign language still faces many problems and challenges especially in terms of material and the teaching methods. As a result, the proficiency in English of secondary school graduates still creates disappointment among teachers themselves as well as parents. In teaching learning process of English, making mistakes is a natural process of learning and must be considered as a part of cognition. Harmer (2001) suggests mistakes that occur in the process of learning a foreign language are caused by the interference of the mother tongue and developmental reason. This problem makes the teacher

have to think what they have to do to get the best result of teaching learning process.

Writing has been one of the most difficult skills for learner to develop. In order to write well, students need a long process to learn to write (White & McGovern, 1994). During the course, they need feedback and comments to facilitate them to compose a writing task with minimal error. Responding student's writing becomes a controversial topic in second language writing instruction and theory. Several studies have investigated the effects of various types of teacher feedback on students' writing skills. Ferris (1999) studies the effect of different types of feedback on second language students' writing have suggested that explicit error correction of surface-level error (spelling, punctuation, grammar) seems to be ineffective. Other, Truscott (1996) claimed that giving correction feedback is ineffective and should be abandoned.

On the other hand, the research generally does advocate feedback on the student writer's handling of content and organization. There is evidence that such feedback is necessary and does result in improving students' writing (Fathman and Whalley, 1990). Huntley (1992) maintains that feedback on content and organization should be provided to students while feedback on form should be avoided. Stern (1992) stated, however teachers often feel that they effort in giving feedback to correct learners' work is not effective. Some of learners keep on committing the same errors, and teachers realize that it is a difficult and tiring thing for learners to achieve accuracy in writing, which is grammatically

demanding. Therefore, teachers should realize the vital role of error correction and treat it carefully.

Teaching methods are needed in teaching learning process, especially in teaching writing. Methods are treated at the level of design in which the roles of teachers, learners, and instructional materials are specified. Writing takes time and energy. It is a long process. Learners often do the same error in their writing. So it is needs to use appropriated method in teaching writing in order to produce good writing. The writer is interested in having study on the method of giving correction feedback writing applied by the English teacher at MA Kanjeng Sepuh Sidayu. The writer was graduated from this school in 2002. She was taught by the same teacher now a day and she could improve her writing by the teacher's method in writing correction. Realizing that, the writer wants to know how the teacher's method correction can improve students' writing skill today.

Based on the background above, the writer decides to carry out a research entitled "THE EFFECTIVENESS OF ERROR CORRECTION FEEDBACK IN IMPROVING WRITING SKILL OF THE 2ND GRADE STUDENT OF MA KANJENG SEPUH SIDAYU".

1.2. Problem Statement

Based on the explanation above, this research is conducted to study the following specific research questions:

- 1. How is the effectiveness of giving error correction feedback in improving writing skill?*

2. How are students' response toward error correction feedback to their writing?

1.3. Objective of Study

Based on the research questions above, the main purpose of this research are

1. To describe the effectiveness of error correction feedback as a teacher's correcting method on students' writing skill
2. To describe their response toward error correction feedback that have given to them

1.4. Scope and Limitation

The writer limits this study in correction method for English writing only which is conducted in 2nd grade of MA Kanjeng Sepuh Sidayu .The writing task is in descriptive paragraph. She will observe the teacher's method in correcting English writing and its effect then describe it.

1.5. Significance of Study

1. Theoretical benefit
 - a. The result of the research can be useful for English teacher in implementing error correction feedback to improve students' writing skill.
 - b. It is expected to give reference to the teacher in teaching their students.
 - c. This study is intended to give useful information for students of English department who are interested in the field of teaching.
2. Practical benefit
 - a. The result will help the students in increasing their writing mastery.

- b. The result will help the teacher to improve their students' writing skill through this method.

1.6. Definition of Key Terms

To guide this study easier to be conducted, it is necessary to define the key terms of this study, those are:

Effectiveness is a power to be effective; the quality of being able to bring about an effect. The effectiveness of teaching writing method that has been used by the teacher will be described here.

Error correction feedback can be defined as information that learners receive from their instructor, information that may cause them to take self correction and guide them in attaining the goals of the course more effectively as a response to the content of student writing product.

Extended text can be define as narrative description.

Response can be defined as a reaction, an action or feeling produced in answer to something.