

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The study of English occupies an important role in our educational curriculum since English is an instrument to communicate in oral and written. Communication is comprehend and express information, thinking, feeling, and developing knowledge, technology and culture that is realized by oral and written skill. For that reason, in mastering English the students must have a good skill in reading, listening, writing and speaking.

As one of language skills, writing has an important place in language course. In terms of students' needs, writing has an equal role with the other language skills. Besides using spoken language in the form of conversation as an oral production, people need communication also by using written language. Written language is much used in the publication such as book, newspaper, magazine and literary works. It shows how important mastering writing skill is. For that reason, students should master writing skill.

In Indonesia, based on curriculum KTSP 2006 in Senior High School level there are three goals of learning English, they are: developing communication competence in the form of oral and written skill to achieve informational literature level, having awareness about the importance of English to increase the power of competition in global society and develop learner's comprehension about the correlation of language and culture.

The objective of learning writing itself is to produce the kinds of written text. To produce a good writing product, the students should follow various classroom activities involving some steps applied in writing process. Brown (1994) in Fauziati (2008: 144) distinguishes four steps of writing: prewriting, drafting, revising, and editing. A more detail account of stages of writing has been proposed by White and Arndt (1991) in Fauziati (2008: 144) who argue that stages in process of writing include generating ideas, focusing, structuring, drafting, evaluating, and reviewing, which all interact recursively.

Besides, there are many aspects that must be mastered by students to write well. According to Leki (1996) in Fauziati (2008: 142) writing activity means to catch the grammar, spelling, and punctuation error. The writer must be able to organize ideas, to construct the sentences, to use punctuation and spelling well, and to arrange their writing into cohesive and coherent paragraph.

There are so many researches in writing context. Some of them observe how the teacher teaching writing to the student is. From that, we know that there are some techniques in teaching writing. One of them is teacher corrective feedback.

Kinds of correction, surely, will make the students build a good arrangement in sentence directly too. According to Fauziati (2008: 146), since the teacher's role is as a facilitator, the classroom would be arranged in a manner of workshop, where students can work in pair, or group. The students, therefore, eventually realize that writing generally requires many drafts and revisions to get ideas into a form of writing so that, the role of the teacher as facilitator can function well by giving corrective feedback to the students writing errors.

In the previous research done by Rukmini (2011) found that teacher corrective feedback technique is appropriate and effective for the second year student of SMP N 1 Tunjungan in teaching writing descriptive genre. By using this technique, the students are capable to know their errors, the reason and correct it. So, it can accelerate the teaching- learning writing process. They are interested, enthusiastic, and motivated to take part in the classroom activities. They are not bored and more entertained in the classroom, because the teacher also provided a picture and real object to be described as the medium of teaching. The teacher has several problems in teaching namely difficulty in explaining the content of the text, students' difficulties in developing paragraph in descriptive text, students' difficulties in mastering component of writing, and lacking of media.

Based on the researcher's observation, in teaching learning process in MA Yasmu Manyar, the teacher also uses teacher corrective feedback as the best technique in teaching writing to develop the student's writing ability especially in narrative genre. It is because narrative genre has been taught to the students in the tenth grade at the end of the first semester based on curriculum KTSP 2006. So, the teacher only reviews the material. The teacher uses teacher corrective feedback technique in teaching writing narrative text because it is very effective. It means that the teacher can identify the students' difficulties by knowing their errors. Hence, it can accelerate the learning process. Besides, it is very helpful for the students because they know their errors. On the other hands, in implementing this technique, the teacher also needs to reteach the material this is not understood yet by the students.

In implementing teacher corrective feedback in MA Yasmu Manyar, students were asked to write a narrative text first about their unforgettable experience. The students did it individually. After they finished their writing, they submitted their work to the teacher and then the teacher corrected it. The teacher corrected the student's writing by giving positive and negative feedback. Positive feedback was done by the teacher by writing the correct one of the error, while the negative feedback was done by giving note to students' error. After it was corrected, the students might revise and consult it to their teacher. After that, they submitted again their writing to the teacher.

In addition, based on the researcher's observation, in teaching learning process in SMA Yasmu Manyar, the teacher uses teacher corrective feedback as the best technique in teaching writing to develop the student's writing ability especially in narrative genre too. The teacher thinks that it is very effective because the teacher can identify the students' difficulties by knowing their errors. Besides, it is very helpful for the students because they know their errors.

In implementing teacher corrective feedback in SMA Yasmu Manyar, students were asked to write a narrative text first based on the pictures given by the teacher. The pictures represented each part of the generic structure of narrative text. The students did it individually. After they finished their writing, they submitted their work to the teacher and then the teacher corrected it. The teacher corrected the student's writing by giving positive and negative feedback. Positive feedback was done by the teacher by writing the correct one of the error, while the negative feedback was done by giving note to students' error. After it was

corrected, the students might revise and consult it to their teacher. After that, they submitted again their writing to the teacher.

From the reason above, the researcher wants to see the way how the teacher implements teacher corrective feedback in students' writing, the students' responses toward the implementation of this technique and the problem faced by the teacher in applying teacher corrective feedback technique on students' writing in narrative genre by conducting a research entitle the implementation of teacher corrective feedback in students' writing at senior high school. Hopefully, the result of this research will improve knowledge of writing evaluation for the teacher and also give benefit to the education in this country.

1.2 Problem Statement

Based on the background of the study above, the researcher formulates the problems as follows:

1. How is the implementation of teacher corrective feedback technique in teaching writing narrative text?
2. What are the students' responses of the teaching writing using teacher corrective feedback?
3. What are the problems faced by the teacher in giving written feedback?

1.3 Scope and Limitation

The researcher is going to analyze the teacher corrective feedback technique applied by the English teacher in teaching writing at the first grade of MA and SMA YASMU Manyar. Based on the curriculum KTSP 2006 kinds of essay such as narrative, descriptive and news item are taught in this level of second semester. But, the portion for teaching writing of each kinds of essay is different depending on the teacher. Here, the teachers said that the most portions are on teaching writing narrative text. Based on that reason, the researcher will study about the implementation of teacher corrective feedback in narrative essay.

In addition, the researcher also going to study about how the teacher gives corrective feedback when the students make mistakes on their writing such as punctuation, grammar, vocabulary, and organization. It is because those elements are very important in teaching writing and as the aspects of scoring.

The process of teaching in the class is divided into three sections, they are pre-teaching, while teaching and post-teaching. But in this study the researcher will focus on two sections only, that are while teaching and post-teaching. The reason is because in those two sections of teaching process, the teacher corrective feedback is implemented.

1.4 Purpose of the study

The researcher has some objectives dealing with the problem statement above, they are:

1. Describing the implementation of teacher corrective feedback technique to improve the students' ability in writing narrative text.
2. Describing the students' responses of the teaching writing using teacher corrective feedback.
3. Describing the problems faced by the teacher in giving corrective feedback.

1.5 Significance of the study

1. Theoretical benefit

The purposes of the study are:

- a. To improve teaching learning process in general and learning the English as a foreign language.
- b. To improve the method used by English teacher in selecting on effective technique toward the facilitator role of the teacher and building schemata of the students especially in writing.

2. Practical benefit

- a. The result will help the teacher in solving their problem or the difficulties in writing class.
- b. The result will help the students in increasing their writing ability.
- c. The result will give information to the reader about the benefit of the writing skill in English.

1.6 Definition of Key Terms

Some key terms in this research are implementation, teacher corrective feedback, teaching writing, narrative text, essay, and students of Senior High School. This part will define those key words as below:

- Implementation is an execution of lesson plan to the classroom that consists of pre-teaching, whilst-teaching and post-teaching.
- Teacher corrective feedback is a kind of corrective feedback done by teacher to correct the students' error in writing. The teacher corrects the students writing by giving positive and negative feedback. Positive feedback is done by the teacher by writing the correct one of the error, while the negative feedback is done by giving note to students' error.
- Narrative text is a piece of writing that tells a story. It contains certain features; orientation, rising action, climax, falling action and resolution.
- Essay is a composition of narrative writing. It is written in the form of paragraph.
- Students of senior high school are the learners in 16 - 17 years old. They are studying English and being taught by the teacher using corrective feedback technique in their writing.