

Chapter I

Introduction

Basic Consideration

Writing is one of productive skills that important in learning English. It is defined as a process of figuring out thought and feeling into a piece of paper that produces a text in steps (Hacker & Sommers, 2012, p. 2). Writing skill is presumed as the most complicated skill to be mastered (Suyanto, 2008, p. 68). It is because the writer not only has to master the grammar, vocabulary, spelling and punctuation, but the writer has to have ability in organizing the sentence. Therefore, writing is taught step by step based on the students' level. When students are finished the steps already, the students can produce a good writings.

In relation to the teaching English at junior high school, writing is a skill that has established in English curriculum. Based on explanation above, the writing steps that are taught in junior high school also consist of steps. The steps here mean the level of difficulty from easy to difficult. For example, in English curriculum for eight grades in writing skill for semester two, it has basic competence is revealing meaning in written functional text and simple monolog in recount and narrative for interacting with the surroundings. Moreover, in written functional text, students are taught to write notice and advertisement, and up to the next level students are taught to write longer text in recount and narrative. In learning writing, students are not only mastering about the generic structure of the text, but the students should master about

the grammar, vocabulary, spelling, and punctuations. For eight grades students that has gotten English since seventh grades, they should be had good ability writing from functional text until a short text.

On the other hand, writing without error is hard for students in junior high school. It is because they are belonging to beginner in learning English. Therefore, it is common case, when they are making errors in writing. Such as Hendricson (1978) stated, “making errors is a necessary and natural process of language learning” (as cited in Rahimi, 2010, p. 76). However, teacher should inform their errors to help them make a better writing in the future.

Giving feedback is viewed as an important part of writing to helping students' writings. It is because by giving feedback the students will know what their error and how to revise their error, so they will not repeat the same error in the next paper. Moreover, it also helps them to be a good writer (Ferris, 2003) (as cited in Corpuz, 2011, p. 1). In addition, corrective feedback refers to measure students' error in grammar learning. It may be oral or written. Moreover, giving feedback in written text is better, because the result of writing is a text which can be learned again or compared by the students in each steps in writing, so the students can avoid the same error. In addition, feedback will be more valuable when teacher give it while interact with the students. It is because teacher and students can discuss about the error, and teacher can make sure that the students have already understood about the correct answer.

Even though feedback is important part in writing, a matter of fact giving feedback is rare happened in teaching and learning process. The researcher had held observation in SMP Negeri 4 Gorontalo, during teaching practice II on October 2012 until January 2013, and found that the students were difficult in writing. Students were difficulty in writing text without error, because they did not know the error that they made, additionally changed the error into correct. Giving feedback was often performing in general by the teacher, and grading was the best solution that chose by the teacher to measure students' ability in writing.

By considering the important of feedback that can help students to produce a better writing, the researcher is interested in conducting a research about feedback. The researcher tries to find out the influence of giving corrective feedback towards students' ability in writing English text.

Research Question

Based on the basic consideration above, the research question of this research is "Can corrective feedback influence students' ability in writing English?"

Aim of Research

The objective of this research is to find out the influence of giving corrective feedback toward students' ability in writing English.

The Significances of Research

This research has some significances. The significances of this research are covered the significance for the researcher, the significance for the participant, and the significance for English department.

- a. This research can help the researcher and the reader to know and to get comprehension about the influence of giving corrective feedback to students' learning development.
- b. The finding of this research is expected to give contribution for the students' ability in reducing error grammar.
- c. It is expected to contribute the teacher as one ways to help students less their error in writing.
- d. The finding of this research is expected to give more information for further research especially students' in English department that investigates the same topic.

The Scope of Research

The scope of research refers to giving corrective feedback towards students' writings indirectly. The indicators of giving corrective feedback are focus, organization, elaboration/ support/ style, and grammar/ usage/ mechanics.

Research Hypothesis

The hypothesis of this research will be “corrective feedback can influence students' ability in writing English.”