

CHAPTER I

INTRODUCTION

A. Background of Research

Writing proficiency or writing skill in learning English language has an important role that can not afford to be learned. There are some reasons why writing is considered as an important skill. Firstly, writing is one of the ways to communicate and convey the information in the written form. Secondly, writing can be a media to express emotion and idea either in the view of literature or academic. Then, writing skill helps to develop the other skills. Thus, by mastering writing skill, students can develop their English language proficiency further.

Writing skill requires students to express their ideas and thoughts in written form. Writing is compared with the three other skills of language (listening, speaking, and reading), and it is more difficult to be mastered even by a native speaker (Nurgiyantoro, 2001:309). In senior high school, students should be able to express the meaning of short functional text in daily life context. They should be able to write some kinds of text. Based on the syllabus for the second-grade students of senior high school in the second semester, there are several short functional texts that should be learned by students, and one of them is recount. Students should have ability to compose simple recount.

Recount used to tell information about what was happened in the past for the purpose of informing, entertaining, or reflecting. Like another short

functional text, recount has its own generic structure, social function, and language feature that should be learned by the students in composing a recount text. However, recount is difficult enough to be learned by the students because in composing a recount students are required to be able to build and develop their ideas which their English language proficiency is at beginner level, choosing the right diction and use the correct grammar will be also the main mistake at their level. Those are the reason which makes students still feel confused when teacher asks them to make recount text.

In second grade students of senior high school, were found out that the teacher used discussing to teach recount text. Based on the previous explanation, it is better for the teacher to apply new strategy in teaching writing class variously. There are some strategies to help the teacher in teaching writing for the students, and one of the strategies is by implementing written corrective feedback.

Written corrective feedback can be applied by pointing out the errors, code marking, or underlining the errors depends on students language level. Due to Ferris and Roberts (2001), Direct feedback is when the teacher gives the exact correction needed so that student only needs to rewrite it in the text. Indirect feedback is when the teacher points out the error, but does not give the correction, so that student needs to make the right correction him/herself. Leading students in revising their text by themselves can make progress on their accuracy. In line with Ting Wang and Ling Jiang (2015), It would seem that written corrective feedback functions as a noticing facilitator that assists learners to bridge the gap between their interlanguage and the target language.

Thus, written corrective feedback bridges the gap between what learners composed of their writing tasks and how the composition should actually be.

Based on the explanation above, the writer would like to find out the effectiveness written corrective feedback on the development of students' writing proficiency with the topic "The Effectiveness of Written Corrective Feedback toward Students' Writing Proficiency". It is an Experimental Study on Eleventh Grade Students at SMA Negeri Patikraja Year 2016/2017.

B. Reasons for Choosing the Topic

1. Writing Skill is one of the important skill that must be mastered in English language learning.
2. Written corrective feedback is an effective strategy to revise student's error in written language, and many roles of written corrective feedback give positive effect toward students' English writing in teaching writing.

C. Research Problems

Based on the background of the research, the issues of the research is:

Is conducting written corrective feedback effectively in teaching writing at second grade in senior high school?

D. The Aim of the Research

Dealing with the research problem, the aim of this research is to find out whether written corrective feedback is effective or not in teaching writing for second-grade students of senior high school.

E. Contribution of the Research

The writer hopes that this research will give beneficial and good contribution for the betterment of teaching learning process, especially for:

1. The teacher

This research gives information about written corrective feedback for teaching writing. It can be alternative strategies than can be used in teaching writing variously.

2. The readers

This research will give an information for the readers about learning strategies to teach writing. The readers can apply this strategy as noticing facilitator that can assist their writing. The writer gives a contribution in an educational environment, especially in teaching writing.

