

CHAPTER I

INTRODUCTION

A. Background of Study

Correction is the act of marking the errors which are made by the students in their task. They often find errors in their written task for example, the use of grammar and vocabulary. By investigating the students' errors, teacher can understand about the errors in students' writing task. It can be taken as supportive feedback to the students in order to reduce the mistake which is made by the students.

Feedbacks are important to improve the students' writing. Through feedback, they will know the mistakes made in their writing. However, lots of student tends to ignore the feedback which is given by the teacher whereas the students need a teacher to make them aware of their mistakes. It means that the teacher's duty is to evaluate or assess the student's work including giving correction or organizing feedback, giving responses or judgment of their writing (Harmer, 1991: 237).

In teaching writing in SMP Negeri 1 Purwokerto, the teacher asks the students to make composition on a piece of paper which was guided by their teacher. After that the teacher collects their task and gives responses or judgment of their writing. The responses are usually realized by putting the cross or check

mark without any explanation. The students do not understand what the teacher's correction is. Consequently, the students cannot improve their writing.

Actually, it needs guidance or more explanation to make the students' writing better. As a result, the students remain confusing and they have no progressive skill. It is not effective because the students cannot understand clearly with the error or mistake that was made. To improve the writing skill of students, the teacher should change the correction technique that was implemented to the students to be more effective. For the reason, students can understand clearly with error or mistake that was made and they can improve their writing skill.

In giving feedback to the students, the teacher may use different kinds of feedback or correction techniques. Firstly, written feedback happened when teacher puts certain marks or symbols on the students' work. It can be understood clearly by them. Secondly, oral feedback means that the students are given oral explanation and asked to study their errors correction or by giving the students some information about the errors which is made. Thus, by putting certain marks or symbols and giving the oral explanations of some information, the teacher can help students to correct the errors in their own writing.

Based on the descriptions above, the researcher is interested in studying about the teacher's feedback on students' writing at the Eight Grade Students of SMP N 1 Purwokerto in Academic Year 2011/2012).

A. Reasons for Choosing the Topic

The reasons for choosing the topic can be stated in the following statements:

1. The writer wants to know whether teacher's feedbacks have significant correlation with the students' writing quality.
2. The topic is very interesting to know the kinds of feedback which is used by the teacher in teaching writing.
3. The writer wants to know the categories of feedback that are often used by the teacher.

B. Problems of Study

Considering the students' assumption towards feedbacks from the teacher of their writing, the researcher proposes three questions, namely:

1. What are the categories of feedback which are given by the teachers?
2. Is there any improvement in student's writing quality after the teacher gave feedbacks to them?
3. Is there any significant correlation between teacher's feedbacks and students' writing quality?

C. The Aims of the Study

The aims of the study:

1. to find out the categories of feedback that are used by teacher to give input for the students.
2. to know the improvement of students' writing by teacher's feedback.
3. to reveal whether there is correlation between teacher's feedback and students' writing or not.

D. Contribution

This research is contributed to:

1. the teacher

As a control when the teacher gives feedback especially in the writing skill for their students. Thus, the students will feel assisted in their writing skill.

2. the researcher

- a. To give empirical basis to another researcher about the influence of teacher's feedback towards student's writing.
- b. The result of this study can be useful as an additional knowledge and information for other researchers to do this research.

E. Clarification of Terms

The title of this research is “ The Correlation between Teacher's Feedback and Students' Writing Quality at the Eight Grade Students of SMP Negeri 1 Purwokerto in Academic Year 2011/2012) “.

In order to understand easily, the key terms of the study are clarified as follows:

1. Teacher's Feedback

Feedback is the last stage in the communication process; feedback involves giving a response to the receiver (Cole, 1994: 4). It means that the teacher gives some information or correction to the students. From the reason above, it can be concluded that teacher's feedback is the correction which helped the students to discover their own ideas, strategies for improving their

writing and they are able to produce it with minimal errors and maximum clarity.

2. Students' Writing Quality

Students' writing is students' skill to produce and practice in written form which has the certain standards based on the result of writing form. It is supported by Troyks and Dale

Troyks (1987: 2-3) states that writing is a way to communicate with others using written form it gives opportunity for people to explore their ideas and acquires information. Dale adds quality is level that shows a series of characteristic which attached and filled certain size.

Based on the description above, the writer concludes that writing is a way to communicate with others using written form, it has certain size to measure the quality of the writing.