

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Learning is a process of getting knowledge from a subject or a skill by studying, experiencing, or instruction. Learning English is learning how to speak, read, listen, and write in English. The students learn how to implement those basic skills in learning language, they are writing, reading, speaking, and listening. Those skills should be mastered by the students when they learn language, so they can achieve a good competence in English.

Writing is one of four skills in learning English. It is used to several or express facts, feeling, thought from the writers to the readers in written form. Writing is an activity to create a note or information on a media by using letters. Writing is usually done on paper using tools such as pens or pencils. Writing is a combination of three components that must move synergistically, namely the movement of muscles, brain and heart. The Almighty God (Allah) has described this condition in Al-Qur'an division Al-Alaq verse 4 as follow:

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾

From this verse, Allah taught humans how to write using a pen. This is a great pleasure from Him, and as an intermediary between mutual understanding among humans as the ability to give verbal expressions. By writing, students are able to develop imagination and practice their abilities in describing things, and can also increase their knowledge of vocabulary that they have not known before.

Writing is a binder of all kinds of knowledge and all kinds of knowledge, writing as an intermediary limits and retains information and expressions from the previous people. Writing is a tool for connecting and relaying knowledge from the people to the people, generation after generation, time to time, so that knowledge is maintained and protected, then upon writing the knowledge becomes developed and increases.

Writing is comprehensive ability involving grammar, vocabulary, and other elements and it one of the interesting activities because it can be developed rapidly when the students' concerns and interest are arisen. When they are given many chances to write, they will be more actives (Nunan, 1991, p. 88).

In addition, Richard and Renandya (2002, p. 303) state that writing is the most difficult skill for second language and foreign language learners. Furthermore, they claim that writing is not only generating and organizing ideas of our mind, but also translating these ideas into readable text. However writing is the difficult ability to learn, it has the important role in every aspect

of life, not only for people who have business and political necessities but also all common people who wants to render and convey the language into the written word. According to Brown (2001, p. 259) the ability to write is no longer the province of a special elite class of people, writing skill at least at rudimentary levels, is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literate cultures.

For second language learners, learning to write in English is more challenging than learning to speak, read, and listen. Writing is a very complex skill. A writer needs to not only know the subject matter, purpose, and sense of audience, but also need to have a command of the language, conversations, organization skills, mechanics and the writing process. Writing also requires drafting, revising, editing, and proof reading.

Regarding the importance of writing, teachers, as the ones who contribute more in students' success, should lead their students to be good writers. As it is impossible to success without facing obstacles, the students will also find difficulties in writing by producing mistakes and errors before they are proficient in writing English. Mistakes and errors are not only important for the students but also for teachers. Mistakes and errors can be supportive feedback because through them both teachers and students can understand the quantity and quality of mistakes and errors in their writing. In addition, mistakes and errors enable the students to test their hypothesis and participate actively in their own linguistic development. For the teachers, mistakes and errors enable them to see the students' weakness and find



learner response to an activity is correct. In pedagogical theory positive feedback is important because it provides affective support to the learners and fosters motivation to continue learning. It is generally accepted that feedback is an important classroom activity. It works as a motivation tool by letting learners know how they are doing in class.

Feedback will give information about the correctness of a learner's utterance, whereas correction would suggest that students actually learn and improve their knowledge of the language with the help of the correction with giving feedback. According to Gitsaki and Althobaiti (2010, p. 198), feedback is defined as an immediate response to learners' errors and in order for feedback to be effective, it needs to inform the learners whether their answers are correct or not, as well as provide them with enough information and guidance to produce the correct target form.

Corrective feedback is information that is given by teacher to students as a correction about how good or useful something is given to students. According to Sheen (2007 in Rassaei 2014, p. 417), one important aspects of L2 classroom interaction is corrective feedback, which is provided in response to learners' erroneous utterances. Corrective feedback is defined as a teacher's reactive move that invites learners to attend to the grammatical accuracy of their utterances.

Corrective feedback can be done in all school levels, such as play groups, Kindergarten, Elementary Schools, Junior High Schools, Senior High

Schools, and Universities. In this study, the researcher wants to analyze the corrective feedback in University. In teaching learning process usually the teacher does not focus on all feedback, as mentioned by Gitsaki and Althobaiti (2010, p. 197), providing feedback in class is not a simple or clear-cut process as there are many different types of feedback and each type can have a specific effect on learners' errors. Teacher will choose one type of corrective feedback in what kinds of situation and condition the material is being respected by the students, or it can be said that it depends on how many mistakes create by the students. By giving the corrective feedback the students will not be confused about their mistakes and they would try to change it to be better for the next opportunity. Besides, feedback is a way of teacher communication with the students so that the feedback should be stated clearly and provided on a good way.

Terms such as error correction, error treatment, corrective feedback, negative evidence, and negative feedback have been used in teaching learning English in the past. In this study, corrective feedback is one of the procedures that used by the researcher. It is a type of negative evidence which can be defined as "any indication to the learners that their use of the target language is incorrect" (Lightbown and Spada 1999 in El Tatawy, 2002, p. 1), and since it does not always provide the correct form, it will force learners to make use of their ownlanguage knowledge. Usually, different teacher will have a different feedback among the learners. Corrective feedback will give information about the correctness of a learner utterance, whereas correction

would suggest that students actually learn and improve their knowledge of the language with the help of the correction (Long 1977 in Ellis, 1994, p. 71).

Corrective feedback, on the other hand, is the teachers' cues to the learners to indicate that there is an error that should be corrected. He also stresses that the difference between feedback and corrective feedback is that corrective feedback entails the presence of an error, whereas feedback such as an encouragement. Moreover, feedback is the general term, corrective feedback is feedback which focuses on correction. Corrective feedback is given implicitly, explicitly, or together, it is of interest to find out whether learners have different attitudes and perceptions about the types of corrective feedback. And the learners receive various responses. Light bown and Spada (1999, p. 172) define corrective feedback as "any indication to learners that their use of target language is incorrect" and this feedback can be either explicit or implicit, and may include metalinguistic explanation or not.

For example of written corrective feedback, it could be given by direct, indirect or metalinguistic. Sometimes, when teacher asks the students to make some short text then he walks around the class while the process writing made by students. The teacher gives corrective feedback directly at the one of students when s/he makes some errors and gives some explanation about their error and what it should be. Then, teacher explains it to whole students at class in order to make them understand and learn the error. Besides, teacher also making a written remark on a learner's grammar when she/he gets the students worksheet.

Because of the limited time and knowledge, this research did not discuss all the problems mentioned above but it was focused on the teacher's role in a classroom especially in writing activities. It was focused on the feedback given to the students in writing activities. The researcher focuses corrective feedback conducted by teacher on the writing activities of 85<sup>th</sup> Grade at English UPB of UIN Antasari Banjarmasin.

The current Antasari IAIN Language Development Center (PPB), originally called the Language Institute IAIN Antasari, was founded in 1975. In 1989 it changed to the Antasari IAIN Language Service Unit (UPB). Then in early 2002 it changed again to the Antasari IAIN Language Service Center (PPB). Since 2013 it has changed again to the Antasari IAIN Language Development Center. Now the Language Development Center (PPB) has changed its name to the UIN Antasari Language Development Unit (PPB) but still with the same vision and mission and meaning. For orderly administrative management, based on Rector's Decree Number 60 Year 2018, Head of UPB, Dr. Ahmad Muradi, M. Ag, assisted by: Secretary, Head of Training Division, Head of Development Division, and four staff.

Language Development Unit (UPB) is divided into English UPB and Arabic UPB. Because the number of UIN Antasari students has increased from year to year, the number of UPB levels in English has also increased. For example, in the English UPB there are 109 grade levels. After students take intensive learning for 18 meetings, they are required to take the midterm exam, which is an oral test and written test. From the 109 classes, researchers



chose the 85th level to research. At the 85<sup>th</sup> level there are 22 students, but now there are only 21 students because there is one student who did not take the midterm test.

Based on the logical sense above, the researcher would like to know how is the corrective feedback used by teachers in the classroom and how does the teacher apply corrective feedback in writing skills. The researcher would conduct the research at the 85<sup>th</sup> grade at English UPB of UIN Antasari Banjarmasin. The researcher choose 85<sup>th</sup> grade because it was the middle group, and the students in the class have different background, their mastery levels in English also different. Researcher was interested in what feedback techniques the teacher used so the students are able to understand and master the lesson. Because the teachers have a good experience study and good competence in teaching English, the researcher thinks that teacher have good ways to give correction as a feedback for students in order to develop their writing ability.

Thus, the researcher would analyze and describe the implication of teachers' corrective feedback in writing skills, entitled **“THE TEACHER’S CORRECTIVE FEEDBACK IN WRITING ACTIVITIES OF 85<sup>TH</sup> GRADE AT ENGLISH UPB OF UIN ANTASARI BANJARMASIN”**.

The benefits of this study are that research can be used as the reference for the other researchers who want to conduct research about corrective feedback in teaching speaking classroom.

## **B. Research Questions**

Based on the condition above, the researcher formulates the research problems as follow:

1. What kinds of corrective feedback that are used by teacher in writing activities of 85<sup>th</sup> grade at English UPB of UIN Antasari Banjarmasin?
2. How does the teacher apply corrective feedback in writing activities of 85<sup>th</sup> grade at English UPB of UIN Antasari Banjarmasin?

## **C. Objectives of Study**

Based on rationale of the research and statement problem, the objectives of the research are:

1. To reveal and describe the kinds of corrective feedback that are used by teacher in writing activities of 85<sup>th</sup> grade at English UPB of UIN Antasari Banjarmasin.
2. To reveal and describe how does the teacher apply corrective feedback in writing activities of 85<sup>th</sup> grade at English UPB of UIN Antasari Banjarmasin in writing activities of 85<sup>th</sup> grade at English UPB of UIN Antasari Banjarmasin.

## **D. Significance of Study**

The results of the study are expected to give significance as follows:

1. Theoretically

The result of this study could give contribution to support of the theories about giving corrective feedback, especially for EFL teachers. The

students would enjoy and comfortable in teaching learning process if the teacher know the good corrective feedback, especially in writing activities.

## 2. Practically

The result of this study could give insight about giving corrective feedback to respond students' answer or performance.

## **E. Definition of Key Terms**

There are some terms used in this research. In order to avoid misinterpretation of them: some terms are defined as follows:

### 1. Corrective Feedback

Corrective feedback is a term that is given by teachers to students in form of advice, criticism or correction. Corrective feedback gives an explicit or an implicit indication to the learner that he or she uses the target language incorrectly (Lightbown & Spada, 2006, p. 197). Corrective feedback is an action given by the teacher to eliminate errors or mistakes made by the learners in producing the target language. In this research, the writer focuses on direct, indirect, and metalinguistic corrective feedback (Ellis, 2009, pp. 99-102). Direct corrective feedback provided the student with the correct form. For indirect corrective feedback, the teacher only indicates the error but does not provide the correct form. In the metalinguistic, the teacher provides some clue as to the nature of the error they have made.

## 2. Writing Activities

According to Brown (2001, p. 336), writing defines as the process of putting ideas down on paper to transform thought into words, to sharpen the main ideas, to give them structure and organization. Writing activities is an activity in which the students learn in classroom to create a record or information on a media using letters that help students think through key concepts or ideas central to a course. In this case, writing activities is one of courses provided of 85<sup>th</sup> grade at English UPB of UIN Antasari Banjarmasin.