

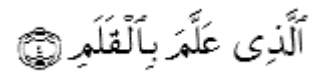
CHAPTER I

INTRODUCTION

A. Background of study

In the teaching learning process of English subject, it could be found an error made by the students in speaking or writing form. The role of teacher is giving feedback for the students about their errors in order to make them understand and learn it. The teacher can provide the feedback in many ways, the one is corrective feedback. It could be done by oral or written corrective feedback.

Writing is one of the language skills which is essential for the students besides the ability of listening, speaking and reading, during their study in each level in any type of school and also in their real life in the community. Writing can be very useful for students because it help students to convey their message through their minds in written form. Harmer (2004, p. 31) states that writing is a way to produce language and express the idea, feeling, and opinion. Writing is a process that often influenced by constraints of genres, these elements have to present in learning activities. Therefore, teaching writing has strategic in their early stage of education. The Almighty God (Allah) has described this condition in Al-Qur'an division Al-Alaq verse 4 as follow:



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 understand 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.

Furthermore, Heaton (1989, p.135) states that writing is complex and difficult to teach and also to learn, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. Writing is about more than making our thoughts, ideas visible, concrete and involves more than making appropriate word choice, or using appropriate grammar, syntax and mechanics.

Therefore, writing is not simple activity, so, it is able if students make some mistake in their writing, and need the teacher's corrective feedback to make them clear about their mistake in writing. The role of feedback in the behaviorist and cognitive theories of second language learning, feedback is seen as contributing to language learning. In both structural and communicative approaches to language teaching, feedback is as a means of fostering learner motivation and ensuring linguistic

accuracy. Feedback could be positive or negative. Positive feedback affirms that a 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.

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 remedy to help them acquire the language. The teachers can help the students to correct their mistakes and errors by giving feedback on their writing. It can make students know how well they are doing as they learn and show the aspect that the students should improve.

Allah said in the holy Qur'an, (Q.S. Ali Imran: 159)

وَلَا يَنْفَعُكَ أَنْفُكَ وَأَلْقَابُ غَلِيظٌ فَظًا كُنْتَ وَلَوْ لَهْمَ لَنْتَ اللَّهُ مِنْ رَحْمَةٍ فِيمَا
 اللَّهُ عَلَى فَتَوَكَّلْ عَزَمْتَ فَإِذَا الْأَمْرُ فِي وَشَاوِرَهُمْ هُمْ وَأَسْتَغْفِرَ عَنْهُمْ فَأَعْفُ

﴿الْمُتَوَكِّلِينَ يُحِبُّ اللَّهُ إِنْ﴾

From this verse, Allah gives the example for us to briefly solve a problem, teachers should communicate to the students gently, to make them comfortable in the teaching and learning process, give a good respond about student's mistake and error, the teacher give feedback and know in terms of what students still have difficulties in understanding.

Sheen (2006, p. 46) argues that feedback should be provided regardless of whether the learner's response is correct or incorrect. 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 a 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.

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 she walks around the class while the class while the process writing made by students. The teacher gives corrective feedback directly at the one of students when 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 gets the students worksheet.

There is another researcher who have conducted the similar research concern of teacher's corrective feedback. The thesis by Pratiwi (2013). In her research, she focused on the types and categories of teachers' written feedback, besides she would like to know about the student's perception of teacher's written feedback in their writing.

The result of her research, the teacher's mostly gave feedback in direct way. Based on the third research question, it was discovered that the students' prefer written feedback than oral feedback, teacher's written feedback was objective and clear. The students' never had negative effect of the teacher's written feedback. The teacher's written feedback also did not disturb the process of writing and the teacher often gives feedback to the students.

Nowdays, technology is a developer in education, there are many media that can be used, one of the media is Google classroom. Google classroom has many benefits especially in teaching writing. Teacher doesn't need to ask students to write in school, teacher can give an

assignment and material out of school, it named online learning.

According to the researcher's observation in teaching practice 2. Google classroom is the compatible online learning application in Junior high school, because in junior high school students have to understand using online applications.

Google classroom is able to be a mediator between the teachers to the learners. One of the skills that can be applied to using Google classroom is writing skills. By writing students are able to think more directed. More than that by writing according to Cotrell (2005, p. 168) the author has the following characteristics A sense of audience or able to influence the reader, especially if in "influencing" the reader is done in Google Classroom where group members read their writing and indirectly they are influenced by the reading material. This makes writers do not have to bother posting their posts because every activity carried out in Google Classroom is easily intercepted by other members. Using Google Classroom also makes it easier for the teachers to provide feedback to students by providing feedback in the comments column in Google Classroom.

Clarity in writing means being able to express their writing with sentences that are easily understood by readers. As with clarity, sequences have the same meaning, namely the choice of words or sentences that are continuous or interconnected with the aim to facilitate the reader. While selection is the choice of words or sentences related to the learning topic.

Of course, using Google Classroom becomes more effective in writing because it has been edited several times. Google Classroom also has an edit-post feature if you feel that the writing is not optimal, the writer can easily develop their writing, this is certainly very useful for beginners who are just starting to write like high school students.

Based on the pre-research, the teacher has already recognized the error of the students in the E-learning process of English teaching, especially in writing skills, but does not provide clear feedback. In addition, the teacher is less conscious of how the different variety of corrective input can be implied in the online class. Students have different attitudes toward corrective input from teachers

Based on the above logical meaning, the researcher would like to know how the teachers in the online class use the corrective feedback and what its forms are in the writing skills. In addition, the researcher would also like to know in their writing the attitudes of the students towards the corrective feedback from the teachers. The researcher will be performing the research on the MTsN 2 HST ninth grade student. Based on the real condition, this school is the one of advanced elementary school, and the teaching learning process of this school has already used Curriculum 2013.

The other explanation is focused on the productivity, researchers in the school find that students still have a low writing ability, they need some teacher corrective feedback to improve their writing, and they will

learn their writing errors when teachers offer some written corrective feedback. So, the researcher would analyze and describe the implication of teachers' corrective feedback in writing skills, entitled ***"Teachers' Corrective Feedback in Online Writing Class."***

B. Research Questions

1. What are types of teachers' corrective feedback in online writing class at ninth grade students of MTsN 2 HST?
2. What are students' responses towards teachers' corrective feedback in online writing class at ninth grade students of MTsN 2 HST?

C. Objectives of Study

1. To find out the types of corrective feedback used by teacher in online writing class and determine the theory about corrective feedback.
2. To know students' responses towards teachers' corrective feedback in online writing class at ninth grade students of MTsN 2 HST.

D. Research Significance

The findings of this study are supposed to be useful:

1. For teachers:

The finding of the study hopefully contribute to improve teachers' insight about how they make the best use of the students' response and interpretations toward feedback. Teachers can design classroom activity which is based on the knowledge of the students' response and their needs towards corrective feedback in teaching English process in writing skills.

2. Students:

For the students, this study can help the students to reveal what they need toward the feedback. The knowledge in revealing their response can be used as their reflection to learn. Regarding with this, they may develop an ideas how to learn effectively so that it can affect their achievement in writing and change their response to be more favorable.

3. Researcher:

This result will add the knowledge about the theory of feedback, especially written corrective feedback and its implication in the classroom.

E. Definition Of Key Term

In order to avoiding misunderstanding in define the meaning of some key theory dealing with this research; there are some key terms such as:

1. Writing Skill

Writing is one type of skill that must be learned if you want to master English. Writing is representation of language in a textual medium through the use of a set sign of symbols. Writing is a process of composition in the sense making or building which involves constant reconstruction.

2. Teachers' Feedback

Teachers' feedback is an essential part in the writing process. Teachers' feedback can be defined as input from a teacher to a student with the effect of providing information to the student for revision. In this case, teachers' feedback is the feedback which is given by teacher on students' writing at 9 H grade students of MTsN 2 HST.

3. Corrective Feedback

Corrective feedback is a form of performance feedback used to improve student achievement. Teachers provide feedback to students to correct students errors during lessons and corrective feedback may be as simple as giving praise. There are two types of corrective feedback, namely oral feedback and written feedback. In this case, type of corrective feedback that used is writing corrective feedback.

4. E-learning

E-learning is the basis and logical consequence of the development of information and communication technology. E-learning is a digital learning method that utilizes the internet network and web server as the main infrastructure. So that the learning process can be done anytime and anywhere as long as there is a connection and access to the E-learning website.

5. Google Classroom

Google Classroom is an application created by google for an online classroom area in which it can manage all documents that students' need,

especially in writing, because the teacher can ask the students to write their ideas in Google Classroom without using paper. In this research Google Classroom is not only media for teaching learning but also a media to develop students' critical thinking.