

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Writing is classified as linguistic communication because it is used to communicate with others (Quirk et al., 1985; Rukayah, 2014). It means that writing has the meaning in every word to be understood by readers. Creativity becomes the primary source of writing activity (Haerazi et al., 2009), as writing requires people to be creative in order to offer a variety of ideas in a composition of diverse genres. They must be creative in terms of what they feel appropriate and engaging to share to readers. Semi (2007: 14) defined writing as a creative activity that transforms ideas into symbols of writing. Symbols, in this sense, are essentially means for encoding ideas into transferable works. Brown (2000: 49) asserted that writing is a mental process as well. Furthermore, he explained that writing can be prepared and given a limitless number of changes before publication. As a result, writing represents what we think. This is due to the fact that the writing reflects processes that remain in the mind. The linguistic aspects such as vocabulary, grammar, language use, and choice of sentences are also important in writing to make the message of the writing conveyed to the readers.

While learning to write, students will also have to learn some text genres, such as descriptive, recount, procedure, report, and narrative texts. A

descriptive text, for instance, is one of the text genres that students have to learn. It is a type of text that is used to describe or illustrate something, such as a location, person, animal, object, or idea from the writer's point of view. The aim or social function of descriptive text according to Dirgeyasa (2017) is to describe a person, place, or thing in such a way that an image is generated in the reader's mind. The goal of descriptive text is to detail and reveal a specific person, place, animal, or item in order to assist readers to visualize the things being described.

According to Badger and White (2000: 153) there is a lack of crucial parts of writing such as planning, drafting, and revising. Revising can assist students in producing meaningful and well-organized texts. There are various sources of revision, including peer revision, self revision, and teacher revision or can be said as teacher corrective feedback. Teacher corrective feedback might prompt students to examine their papers in terms of content, organization, communicative intent, and also genre.

Brookhart (2008) stated that there are three forms of corrective feedback which can be employed as strategies: (1) spoken corrective feedback, (2) written corrective feedback, and (3) visual or demonstration corrective feedback. Written corrective feedback is undoubtedly the most important responsibility of the teacher. One of many research has been conducted to investigate the influence of written corrective feedback on students' writing

products, and the result has shown that the written corrective feedback helps the students to get the better score in writing (e.g. Ferris, 2006).

According to Richanyachon (2012), feedback is a vital component of some English language writing classes. Teachers can choose the topic of the comments based on the elements of the students' writing that are good or need more modification. Aside from that, Fawcett and Sandberg (1990: 8) agreed on the following criteria for appraising a piece of writing: "Good writing is judged by the following criteria: organization, unity, coherence, conciseness, clarity, grammar, punctuation, and usage." Giving feedback is important for assisting students in improving their writing since it provides students with important facts regarding the course material and assessments.

The involvement of the teacher is important at this time. The teacher has to give some corrections to the learners about the error that they have made so the students will not make the same errors. The teacher's three functions in the writing teaching and learning process are as a motivator, resource (clarification and facilitation), and a feedback provider (Harmer, 2002). As a result, the teacher bears full responsibility and plays an important part in the writing teaching and learning process.

However, Erris and Roberts (2001) stated that understanding about students' attitudes, emotions, and preferences for feedback written by teachers, is crucial. Cazden (2001) found one of the important aspects in the learning

environment is the teacher-student interaction. It means the students need conducting the response to the written corrective feedback given by their English teacher in order to find out if the written corrective feedback given by teachers is good enough or needs a modification to be a better one. This will make the students eager in writing a text. The teacher also needs to give the feedback to students' task in order to make them aware of their writing error.

From the interview the researcher conducted with an English teacher of SMP Negeri 1 Tanjung Beringin on November 2021, it was discovered that most of the students had some problems while writing. One of the problems was lack of vocabularies and afraid to make mistakes. Even though the teacher had given written corrective feedback to the students' descriptive text, the students were still not motivated conducting the descriptive text writing. Only 2 or 3 out of 16 students responded to the teacher's written corrective feedback by avoiding the same errors in the next writing task. The interview itself lasted roughly 5 to 8 minutes, and it was fully in Indonesian consisting of the following questions:

Table 1.1 - Interview Transcription

No.	Researcher's questions	Teacher's answers
1.	Menurut ma'am apa kesulitan peserta didik dalam belajar menulis teks deskriptif ?	Mereka kesulitan dalam menulis teks deskriptif karena kurang nya pengetahuan kosa kata (vocabulary), grammar dan juga takut untuk berbuat salah.
2.	Apakah ma'am menerapkan written corrective feedback pada penulisan teks deskriptif peserta didik ?	Iya.
3.	Apa pendapat ma'am mengenai penerapan written corrective feedback tersebut ?	Menurut saya, written corrective feedback adalah hal yang penting untuk diterapkan pada proses mengajar. Hal ini agar peserta didik mengetahui kesalahan mereka, dapat menghindari kesalahan yang sama, dan juga membuat peserta didik lebih semangat lagi dalam membuat teks.
4.	Bagaimana respon peserta didik setelah ma'am memberikan written corrective feedback pada teks deskriptif mereka ?	Ada 2 atau 3 peserta didik yang saya rasa hasil menulisnya lebih baik setelah diberikan written corrective feedback juga langsung meminta saya untuk memeriksa hasil menulis yang sudah mereka kerjakan.

1.2 The Research Problems

Based on the background of study stated previously, the writer formulated the problems as follow:

1. How do students respond to teacher's written corrective feedback in their descriptive text writing ?
2. What type of written corrective feedback is given by teacher ?

1.3 The Research Objectives

Based on the problems, this study aims to;

1. Describe the students' response toward teachers' written corrective feedback in their descriptive writing
2. Find out the types of written corrective feedback given by their teacher.

1.4 The Research Scope

The research focused on analyzing students' response in terms of affective response (attitudinal response) to teacher written corrective feedback and the type of written corrective feedback given by the teacher in students' descriptive text writing at a seventh year class of SMP Negeri 1 Tanjung Beringin which consists of 16 students. The indication of students' attitudinal responses is the students' inclination to respond positively or negatively to corrective feedback from teachers in foreign language writing (Munfadila et al., 2019).

1.5 The Research Significances

a. Practical Contribution

The findings of this study are expected to provide information to teachers on the forms of written feedback offered to students when revising their works. It is also expected that the teacher will provide more innovative and diverse written corrective feedback to learners in order to assist them in dealing with the problem in writing. Furthermore, the research findings are supposed to make students more aware of their errors in writing a descriptive text, as well as motivate or encourage them to avoid making the same mistakes in the future. As a result, individuals can produce superior writing results or master English writing skills.

b. Empirical Contribution

The findings of this study may prompt other researchers to do more diverse studies, either in experimental or classroom research. This study reveals the forms of written feedback offered by the teacher to students' descriptive text writing, as well as their responses. The findings can be utilized as a starting point for future researchers who want to do additional research on written feedback offered by teachers in students' writing.