CHAPTER I

INTRODUCTION

This chapter highlights some points related with the topic under study. They are background of the research, research problem, research objective, operational definition of the terms, significance of the research, and scope of the research.

1.1 Background of the Research

As productive skill, writing is different with speaking skill nor other receptive skills. Writing is the most difficult skill for not only it needs a lot of vocabularies in composing paragraph, but also grammatically correct in order to be comprehensible besides other writing’s rules. Therefore, composing paragraph in writing activity takes a lot of time. As Harmer (2007:25) states that writing is governed by a number of rules, styles, and contrains to express the meaning of text.

It can be assumed that writing not only needs time to generates and organizes the ideas but also has to translate the ideas into understandable writing by using grammatical rules correctly, and it takes a process which needs a lot of practices to be a good writing. But, it is contrary with Truscott statement in his article (1996), “The case against grammar correction in L2 writing classes,” after that, debate about whether and how to give L2 students feedback on their written grammatical errors has been of considerable interest to researchers and teachers.
There were two opposing views regarding the effectiveness of corrective feedback in the improvement of students’ writing ability. Even though in the end, Truscott changed his mind and came to recognize the positive role of feedback in improving the students’ writing ability. However, it is not clear yet who should give the feedback.

Some researchers believe that self-correction is more effective than others feedback. As Mansoor Ganji (2009) said that the students’ self-correction can have a long-lasting effect on their memory, because they are involved in the process directly and actively, and this can activate the operations necessary for long-term retention.

In addition, the results of the Scheffe Test from Mansoor Ganji (2009) showed that there was a significant difference between self-correction and teacher-correction groups writing performance on his post test caused by the way of giving feedback. The students in self-correction group was better than the traditional teacher-correction group. But, because the subjects of his study were advance students, so the researcher needs to investigate the use of self-correction technique on intermediate students.

Therefore, the explanation above stimulates the researcher to conduct this research in identifying the effect of using self-correction in writing report text which focus on tenses, subject-verb agreement, and spelling.
1.2 Problem of the Research

Based on the background above, the problem that should be answered in this research is “Are students who taught by using self-correction technique have better result in writing report text than students who taught by using teacher written feedback?”

1.3 Objective of the Research

This experimental research is intended to investigate whether students who taught by using self-correction technique have better result in writing report text than students who taught by teacher written feedback or not.

1.4 Operational Definition of the Terms

There are two terms that are needed to define operationally in order to provide clear illustration about the variables: writing ability and self-correction.

1. Writing Ability

Writing is an activity of arranging words into form of sentences by organized ideas in written form. Writing ability in this research is considered as the students ability to make or write report text in a short essay.

2. Self-correction

Self-correction refers to the ability of student to correct their draft by themselves on the aspects of tenses, subject-verb agreement, and spelling.
1.5 Significance of the Research

This research is expected to be useful for the students, the English teacher, and other researchers.

1. Theoretical Significance

It is hoped that this research can enrich the theory of teaching writing. The result of this research will prove the effect of using self-correction in writing English text.

2. Practical Significance

The result of the research can solve the problem in teaching writing. It can be an input for the English teacher to use self-correction technique to increase the students’ score in writing.

1.6 Scope of the Research

This research focuses on investigating the effect of using self-correction in writing report text at Eleventh Grade Students of SMA Muhammadiyah 3 Jember.