

CHAPTER I

INTRODUCTION

In this section, I explain the background of the study, reasons for choosing the topic, problems of research, the significance of the study, definition of key terms, and limitations of the study.

A. Background of the Study

Learning a language, there are four skills that cannot be separated from each other. The four components are: listening, speaking, reading, and writing skills. The four are closely related. These four skills support each other in achieving one's language proficiency goals. The challenges include not only creating and organizing ideas, but also translating those concepts into a readable language. If their language skills are poor, the challenge becomes more noticeable. In teaching and learning process this is caused by several factors, including lack of equipment, lack of teacher skills, and lack of student motivation. Adequate facilities such as a conducive space and interesting learning media are also needed to teach writing skills. The most common problems faced by students in the classroom are how to write, what to write, and the lack of vocabulary and incompetence in structure¹. We always use our thinking and creative skills in the writing process. Not only that, but it is also supported by the appropriate rules. In comparison to other language skills, it is also thought to be the most difficult to learn.

¹ Sulastris, *an analysis of students' difficulties in writing descriptive text*, 2021.

Writing is the most challenging skill to master for most English. Even for the best students, good writing is not always easy and can be a challenge. The purpose for teaching English as a foreign language to students is encouragement, language acquisition, learning style, and most importantly writing as an ability in its own right². Writing exposition text is very difficult for students, exposition text is an essay that contains scientific facts or non-fiction and aims to provide information so that readers can expand their knowledge³. Exposition text is text that presents someone's opinion by including logical reasons (Nopriani and Pebrianti: 2019). Exposition text is text that explains or informs something that broadens the reader's insight or knowledge whose main purpose is to clarify, explain, educate, or evaluate an issue. Exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

Learning is a process that consists of a combination of two aspects, namely, learning is focused on what should be done by students, teaching is oriented to what the teacher must do as an instructor, is a teaching and learning activity in which there is a positive interaction between the teacher and students by using all the potential and available resources to create conditions for active and enjoyable learning. Learning is the core of the overall educational process

²Harmer, Jeremy, *The Practice of English Language Teaching*, 3rd Ed, New York: Pearson Education Limited, 2001

³Kosasih, E. *Jenis-jenis Teks (Fungsi, Struktur, dan Kaidah Kebahasaan)*. Bandung: Yrama Widya. 2018

with teachers as the main role⁴. Learning is a process that contains a series of actions by teachers and students on the basis of a reciprocal relationship that takes place in an educational situation to achieve certain goals. Effective learning is learning that makes it easy for students to learn something useful such as facts, skills, values, concepts, and how to live in harmony with others, or a desired learning outcome⁵. Learning is a process of formation 10 knowledge, in which students actively carry out activities, think actively, compose concepts, and give meaning about the things being studied.

As before, a process of change behavior thanks to experience and practice. That is, the purpose of the activity is change behavior, both regarding knowledge, skills and attitudes; it even covers all aspects of the organism or person.

Based on the above understanding, the learning process is not just a transfer of knowledge from teachers to students, but an activity process, namely interactions between teachers and students and between students and students. Learning should not adopt the transfer of knowledge paradigm, which implies that students are the object of learning. But efforts to teach students are characterized by selecting, determining, developing models to achieve the desired learning outcomes. Learning is a complex activity. Learning is basically not just conveying messages but also a professional activity that requires teachers to use basic teaching skills in an integrated manner and create efficient

⁴Andalia, L., Usman, &Subianto, M. Pengaruh Model Pembelajaran Discovery. Learning dan Problem Based Learning TerhadapPrestasiBelajarPeserta, 2020

⁵Bland, M., Theaker, A., Wragg, D. 2004. Hubungan Media yang Efektif. Jakarta: Erlangga. Gora, Radita. 2019.

situations⁶. Therefore, in learning the teacher needs to create a conducive atmosphere and learning strategies that attract students.

Many researchers agree that written corrective feedback (WCF) is important because the lack of such feedback may lead to anxiety or resentment, which could decrease students' motivation to learn. However, the amount of WCF that should be given to students is debatable. Studies have shown that attending too many errors and providing effective feedback to help learners in their Written corrective feedback (WCF) has been the subject of many studies in the field of second language (L2) writing. Writing development is too demanding for teachers and learners. It is even more complicated when students make too many errors that teachers do not know which particular aspect to focus on to help the learner improve⁷. Learners are more likely to attend to corrections directed at a single. However, most teachers sometimes result in correcting all students' errors and spending ample time to mark the students' writing tasks paying attention to how students might respond to the WCF. Produced a surprising finding as it highlights that giving students less CF is better than giving more. Corrective feedback is a form of performance feedback used to improve student achievement. Teachers provide feedback to students to reinforce expectations and to correct student errors during lessons. Classroom teachers use corrective feedback as a teaching technique every day. The feedback may be as simple as giving praise, returning assignments the next day,

⁶Dimiyati dan Mudjiono. *Belajar dan Pembelajaran*. Jakarta: PT Rineka. Cipta. Hamdayama 2016 PembelajaranKooperatif Yogyakarta. Multi Perindo. 2013

⁷Wan Mohd Yunus, Wan Noor Miza, UNIVERSITY OF MALAYA, Malaysia. English Language Teaching Educational Journal Vol. 3 No. 2 (2020)

immediately correcting student misconceptions, or as a component of active student responding. Other effective strategies rely on peer review or self-assessment to increase feedback. For the best results, feedback must meet these four conditions: (1) It is objective, reliable, measureable, and specific; (2) it provides information about what was done well, what needs improvement, and how to improve; (3) it is delivered frequently and immediately following performance; and (4) it is about performance rather than personal characteristics.

The researcher preliminary study at SMAN 1 Kademangan. The following are the reasons why the researcher chose this school: (1) this is Senior High school; (2) they use the Merdeka curriculum; and (3) based on teacher suggestion. The researcher choose this school because at that school the students' average scores in English, especially writing exposition text, were enough and the teacher in the field of study concerned has taught for approximately 15 years and has a good and appropriate educational background. The researcher is curious about what corrective feedback will be given and the responses of the students. This school is one of the A-accredited high schools in Blitar Regency and its students are known for being responsive and active. This high school is also one of the reference places for many researchers in the field of education in researching supporting aspects, learning materials, learning media, and so on. Also, the teaching factor at this high school is proven by the number of teachers who have been teaching for many years.

There are studies that related to this research. Analysis of student response to teacher's written corrective feedback in writing exposition text. In the research explain that, The goals of this research are to describe students' responses to teacher written corrective feedback in their descriptive texts and to discover types of written corrective feedback used by the teacher. But the researcher will develop the material based on Merdeka curriculum. The difference with my research is that the researcher choose descriptive text while my research is exposition text. Teacher's corrective feedback on students' oral responses The provision of recast corrective feedback in repairing students' erroneous utterances was very effective to lead students' response or uptake. This research is the same as researcher, but the difference is that this researcher object is teachers of elementary school, while I am object in teachers of Senior High School.

Corrective feedback used by the teacher on students level of anxiety corrective feedback has different impact to the level of language anxiety. Corrective feedback provided by the teacher to the students from very anxious and anxious group is more debilitated rather than facilitated. This research is the same the researcher, but the difference is that this researcher object is higher education, while I am object in eleventh of senior high school and not about anxiety. The researcher conducted observations in three schools, namely SMAN 1 KADEMANGAN on February 6, 2025, in the teaching and learning process of students at SMAN 1 KADEMANGAN have learning materials in the form of exposition text that have been written in their respective assignment

books. However, it is impossible for students to go to school together to borrow books. To address this, subject teachers use other ways of providing material, namely by asking students to access several website links, powerpoint or video visual sent by the teacher in the class group and the links contain the material taught that day.

In learning to read Exposition text, the teacher uses the texts method so that students are more interested in learning writing. But, this method cannot be done.

During the teaching and learning process, all students were enthusiastic about learning English and all students were active in asking questions and finding out what they were learning at that time and then start writing based on teacher suggestions.

The interview results show us the potential that exists, and the problem is Many students have trouble understanding the corrective feedback that is provided by the teacher, so there are times when some students understand whereas some lack.

Teachers continue to repeat data and use other corrective feedback, but use curriculum and program-based learning resources, but with the same results. There is no special means for teaching writing. As a result, students have not mastered writing skills accurately and accurately. Developed as a way to teach and learn to write, Corrective feedback must be given so that students can know where their mistakes and corrective feedback that can be understood by students.

As a result of field research, researcher have discovered potential problems they may face when learning to read. In other words, (1) grade 11 students have difficulty learning English because they do not know the correct writing skills. (2) Students are not interested in language. In particular, the use of English in class (3)The corrective measures given by teachers in one class are the same even though each student's ability to understand the corrective feedback given is different.

B. Research Questions

Research Questions Based on the background above, the problem of this research is:

1. How do the teachers provide corrective feedback in students writing exposition text?
2. How do the students respond to the corrective feedback in writing exposition text applied by the teacher?

C. The Objectives of the Study

1. To know the teachers, provide corrective feedback in students exposition text.
2. To know the students' respond of the corrective feedback applied in writing exposition text by the teacher.

D. Scopes and Limitations of the Research

The scope of this study is on the Students' Responses To Teachers Corrective Feedback In Writing Exposition Text for the eleventh grade. The choice of Senior High school was because this school implement the Indonesian

curriculum 2022 (Merdeka Curriculum) since the merdeka curriculum implements the four English skills in the lesson plan, unlike the curriculum 2013 which implements the competence-based curriculum.

E. The Significances of the Study

This research will give benefits for the present study contributes theoretical significantly in supporting the theories of teaching and learning, especially in the Corrective Feedback in Writing Exposition text. Secondly, the present study pedagogically enriches the teachers' information about on the Students' Responses to Teachers Corrective Feedback in Writing Exposition Text. Thirdly, in terms of practical significance, the result of the study gives assistant for teachers to apply the corrective feedback in writing exposition text as well as to give a hence for students to enrich their knowledge about the exposition text, and for other researchers; this study gives the information about the Students' Responses to Teachers Corrective Feedback in Writing Exposition Text.

F. Operational Definitions of Key Terms

1. The Corrective Feedback

Corrective Feedback is the process of responding students' work, and it has long been regarded as core for the development of second and foreign language skills, both for its potential for learning and for students' motivation. It means that as students already accomplish their learning, they need correction or criticism from other sources to assess their learning result and they may improve their writing performance.

2. Writing

In this research Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. Writing skills are the ability to express ideas, opinions and feelings to other parties through written language. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary, and grammatical spelling usage.

3. Exposition text

In this research, Exposition Text is text that contains about the author's detailed thoughts about a phenomenon that is around. Exposition text is an essay that contains scientific facts or non-fiction and aims to provide information so that readers can expand their knowledge. Exposition text is text that presents someone's opinion by including logical reasons