

CHAPTER I

INTRODUCTION

In this chapter the researcher presents the research background, research questions, research objectives, significances of study, rationale, and previous study.

A. Background of Research

In learning English, writing is one of the four English skills that should be comprehended by EFL learners. In the academic context, writing skill is considered a difficult skill and subject in the class. It is because learners have to write a text in specific genres and organize ideas thoroughly in a well-written text.

In English Academic Purposes (EAP), Dudley-Evans & John (1998) indicate that learners are required to produce specific writing genres such as essay, critical review, summary, and research paper. Therefore, writing should be learned and comprehended by the EFL learners to support them to fulfill the academic demands.

Writing is a process involving chronological stages. On each stage, students faced a certain activity to construct their writing. Furthermore, Richard and Renandya (2002) state that the writing process consists of planning, drafting, revising, and editing. On the planning stage, the students are convinced to write. The drafting stage is focusing on the writing fluency without concerning the grammatical accuracy or the neatness of the draft. On the revising stage, the students re-write their text based on the feedback given. The last is on the editing stage, the students are required in tidying up their text as they prepare the final

draft for the evaluation by the teacher. In fact, writing is still recognized as a complicated skill for students to be mastered because it involves a complex activity requiring a variety of skills, such as the students must have the ability to create the ideas, determine the purposes, develop the arguments, organize the text effectively, use appropriate grammar and structure, and revise it. Therefore, students need the teachers' guidance to help them write correctly.

Teaching writing is teaching or guiding students to create and distribute their ideas or imaginations in a text. To improve students' writing, the presented material should be compatible to their needs, interest, capacity, and ages until they are able to make a composition with a view and without errors Finnochiaro (1964) cited in Pramana, Gilang, & Jaka (2014).

Teaching writing is always related to the way feedback is given directly or indirectly, especially by teacher. Feedback, in general, refers to the specific information that teachers provide to their students related to the task or learning process. According to Alghazo (2009) teaching writing is an important and useful skill for students if they get feedback to improve their writing. Feedback session can be a useful experience for the students to extend their understanding, to correct the mistakes and improve their writing if the teacher gives an effective feedback.

A corrective feedback is important for the students to know their ability but also can evaluate and repair their error. Chaudron (1977) understand the corrective feedback as the teacher reaction which clearly corrects, changes, or demands improvement of the learner's utterance. Essentially, corrective feedback

is divided into two types; they are written and oral corrective feedback. Hinkel (2011) states that a corrective feedback is accepted by learners on the linguistic errors that they make in their oral or written production. It clearly supports that the corrective feedback from the teacher is needed by the students in order to make them understand clearly what and where their errors are.

Meanwhile, this research focuses on written corrective feedback. The written corrective feedback is a correction that is made by the teacher, tutor or peer on the learners' manuscript in form of feedback. It means teachers as the correctors should give feedback on students' writing depending on where the error that made by the students is.

Furthermore, the written corrective feedback is categorized in to direct and indirect corrective feedback. Here the easily definition of these two written corrective feedback "Indirect corrective feedback only indicate an error (i.e. underlying the error or providing an error code) while direct corrective feedback identifies both the error and the target form" Van Beuningen (2008) cited in Wahlstrom (2016). For that, direct and indirect are the type of written corrective feedback, where the direct is underlying the error and put the correctness near the error, and the indirect is only indicate the error without put the correctness.

Although there were some studies about teachers' written corrective feedback, for this research, the researcher is interested to investigate about "*The Teachers' Written Corrective Feedback in EFL Writing Classroom: A Qualitative Investigation from an Indonesian University*".

B. Research Questions

From the description above, this study is intended to answer the following research question:

1. What kind of written corrective feedback given by the teacher in EFL writing classroom?
2. How are EFL students' abilities to improve their writing based on the teacher's written corrective feedback on their writing?
3. What is students' preference for the teacher's written corrective feedback?

C. Research Objectives

Based on the research question above, this study is intended for obtaining two following objectives:

1. To observe the kind of written corrective feedback given by the teacher in EFL writing classroom.
2. To observe the EFL students' abilities to improve their writing based on the teacher's written corrective feedback on their writing.
3. To observe students' preference toward the teacher's written corrective feedback.

D. Significances of Study

This study is significant as theoretically and practically. In theoretically this research provides an alternative way for the teacher to use written corrective feedback on EFL students' writing in order to help the students evaluate and correct their error easily.

Practically, this research provides an alternative way for the teacher in increasing EFL students' writing, and helps the students to get more ability in their academic writing.

E. Rationale

Writing is a way or method of representing language in a visual form based on exploring the thoughts and ideas. According to Sokolik (2013) writing as the mental work which involves inventing ideas, thinking about how to deliver them, and organizing them into sentences and paragraphs that will make clear to the readers. Writing has some components, according to Byrne in Roza (2011) there are five components that should be considered in writing there are; organizing idea, grammar, vocabulary, mechanics, and content. To develop their writing, students also need the feedback from teachers to help them in understanding the error that they made and try to evaluate it, such as using corrective feedback. Corrective feedback is a type of feedback that supplies learners with evidence that they have written or said is linguistically incorrect Sheen (2011:2).

This research only focuses on written corrective feedback. Andrade and Norman (2013:5) define that written corrective feedback is where a teacher, tutor, or peer makes suggestion or correction on the learner's manuscript as a form of feedback. It indirectly explains that the correctors should give feedback on students writing depend on where is the students make their errors. The errors that they produce in writing have variations like grammar, vocabulary, punctuation and etc. On the other hand, the teacher should be able to handle it. It

can be concluded that written corrective feedback is an activity which is done by the teacher in correcting students' errors on their writing performance. It indirectly can also increase students' progress in writing because in doing written corrective feedback, many aspects that can be repaired by the teacher, such as correcting the student's errors on their grammar, vocabulary, punctuation, tenses and many others that were made by student's in their writing. The written corrective feedback is categorized in to direct and indirect corrective feedback. Direct corrective feedback is understood as teachers' strategy provision of the correct form, such as crossing out an incorrect and writing the correct form above or near the erroneous form, while indirect corrective feedback indicates an error that has been produced without correcting the actual error Ellis (2009: 99-102)

Furthermore, the good and effective feedback from the teacher is one that can help learners improve their writing. It is stated by Gardner, Harlen, Hayward, Stobart, & Montgomery (2010) cited in (Aridah et al.) that the teacher should give feedback to students in order to help them learn and should give them a chance in which students can use feedback for improving their task or to show that they understand or not. Moreover, it is also important to consider what actually students think about feedback that has been received. The students' preference for certain types of corrective feedback will influence their learning. It means that if students prefer to receive one feedback and believe that this type of feedback is useful for them, then they may pay more attention to the feedback and may use it for learning. On the contrary, if students don't like to receive the feedback and don't believe it, they may not get a positive effect from it. (Aridah

et al.) States that According to Ferris (1995) that students wanted their teacher provides correction to all of their mistakes. Then, Lee (2007) found that the students wanted their teacher to use error, and correct all their mistakes.

Based on the explanation above it is also important to observe students' preference toward written corrective feedback that has been received. It aims to know if the written corrective feedback that has been received is useful and give the influence to their writing development.

F. Previous Study

Writing has an important role in the context of English learning as a foreign language. Written language is often used in the publication such as book, magazine, newspaper and literary work. It shows that mastering writing skill is really important especially for EFL learners.

Meanwhile, there were some difficulties faced in learning writing skill such as expressing idea in the text, problems were related with vocabulary and grammar, etc. for that, learners really need the feedback which may come from various sources, such as teachers and peers. Feedback can help the learners to evaluate their errors in writing and also improve their writing skill. To prove the originality of this study, the writer presents a previous research that deal especially with writing and teachers' written corrective feedback.

The first presented research was conducted by Hosseiny (2014). His study was an attempt to investigate the role of direct and indirect written corrective feedback in improving EFL students' writing skill. This study has examined the relative effectiveness of two different types of written corrective feedback on the

development of EFL written text. At the end of this study, he concluded that his study indicates some support for using both indirect and direct feedback to expand learners' grammatical accuracy.

The second research was conducted by Amir H (2017). This study aims to investigate the extent to which different types of written corrective feedback result in improved accuracy in writing, and then maintains to see if there is a difference of effect on accuracy when the students should revise their writings based on the feedback provided to them. After the collecting data was analyzed, it found that providing written corrective feedback indeed contributes to the accuracy of the students' writing because the results indicated each type of feedback could clearly bring about writing improvement especially direct feedback might bring about greater effects on students' writing accuracy.

The third research was conducted by Natalia (2013). Her Study explored academic written students' perception toward written teacher feedback on their first draft in the English Department. The data were collected from interviews with 14 Academic Writing students of English Department. Finally from the data, this study concluded that Academic Writing students had positive perceptions toward their teacher written feedback. They found it useful, especially in the content and organization aspect.

The fourth research was conducted by Maya, Mayuasti, & Handayani (2015). Their study aims to investigate the students' writing improvement by comparing the use between direct and indirect written corrective feedback. After doing three more treatments, the result is that in applying the written corrective

feedback, both direct and indirect are gave the positive effect on students' writing improvement. On the other hand, there were no significant differences between both of written corrective feedback strategies.

The last research was conducted by Chen, Hossein, & Liu (2016). This research reported on an exploratory study that investigated the extent to which different educational settings would influence learners' perceptions and preferences of written corrective feedback. The data were collected from 64 intermediate, advanced-intermediate, and advanced English learners. Through the questionnaires, the study explored these learners' perception and preferences of the written corrective feedback. The result showed that they expressed favourable attitude towards error correction. In particular, they held a strong preference for extended comments on both content and grammar of their written assignment. But, the qualitative data further indicated that the participants wanted revise their writing with less interference from teacher. Overall, the findings confirm the value of written corrective feedback for EFL learners.