

## **CHAPTER I**

### **INTRODUCTION**

This chapter is an introduction of research paper. It covers background of the study, research questions, research objectives, significant research, hypotheses, rationale, and previous research.

#### **A. Background**

Feedback is a crucial aspect of the writing process and that it plays a central role in learning writing skill. Feedback is an essential role in language learning and student language teaching, including writing in English as a Foreign language context. By getting feedback, students benefit from sufficient writing practice and revisions to their drafts to produce the final writing. Hyland (2003) added that feedback aims to evaluate students' writing error and improve students' motivation to revise their writing. The students can enhance their writing well through feedback.

There are three types of feedback used in writing class, namely; written corrective feedback, conference feedback, and peer feedback (K. Hyland & Hyland, 2006). In this case, written corrective feedback is used as the method of teacher's feedback. In the classroom, the teacher can use some types of written corrective feedback. Indirect written corrective feedback (IWCF) can be used feedback's method to improve students grammatical (Shirotha, 2016). IWCF means that the teacher marks the error by circling, underlining, or highlighting and asking student self-correct (R. Ferris, 2002). This type of correction divided into two categories, namely; coded and un-coded feedback. Coded feedback, the teacher indicates the location and the type of errors with symbols predetermined in the classroom. Un-coded feedback, however, is the simple marking of the errors without using any codes, signs, or symbols. The teacher circles or

underlines the error and ask for students generated correction(Göksoy & Nazli, n.d., p. 2016).

However, Lalande (1982) Indirect written corrective feedback (IWCF) leads to guided learning to students encouraging their writing errors. Besides, this leads to long-term knowledge. The study showed stronger positive effects of indirect feedback in comparison to the direct one as it enhances students' learning autonomy.

This study will use indirect feedback by underlining with the color code the error pattern when marking writing's student. Brown (2010) selected a limited number of error categories that reflect the needs of a particular group of student writers and used highlighters to color code the error patterns when marking student, for example, papers-blue for subject-verb agreement, yellow for verb tense, orange for articles, and so forth.

Grammatical errors are the most common problem found in the students' text. In writing, grammatical accuracy is essential to maintain the writer's idea and avoid misunderstanding context in the writer's communicating meaning to the readers (F. Hyland, 2003). Writing is still a problem for most Indonesian students because English is a foreign language. Many students have difficulty expressing ideas and use of grammar. Feedback can improve students' writing skills, and can be a positive effect when students learn teacher feedback.

In this study, the researcher investigates focus is specified to the effect of teacher's IWCF to students grammatical accuracy in recount text. Recount text is selected because it is purposed to make easier in improving writing for senior high school, and most students in their grammar mistakes in using the past tense.

The research is entitled "The Effect of Teachers' Indirect Written Corrective Feedback to Students' Grammatical Accuracy in Writing."

## **B. Research Questions**

Based on the problem of this research stated above, the objective of the research is to:

1. What is the students' grammatical accuracy in writing before the students receive teachers' IWCF ?
2. What is the students' grammatical accuracy in writing after the student receive teachers' IWCF?
3. What is the significant effect of teachers' IWCF to the students' accuracy in writing?

### **C. Research Objectives**

Based on the research questions, the research purposes are:

1. To find out the effect to the students' grammatical accuracy in writing before the students receive teachers' IWCF.
2. To find out the effect to the students' grammatical accuracy in writing after the students receive teachers' IWCF.
3. To find out the significant of teachers' IWCF to the students' accuracy in writing before and after.

### **D. Significant Research**

Theoretically, this study is significant for information that indirect written corrective feedback technique can be used to improve students' grammatical accuracy in writing.

Practically, this study is significant to make teacher identify the students' writing using indirect written corrective feedback as an alternative in teaching model to measure students' grammatical accuracy in writing and student can improve their grammatical accuracy.

### **E. Hypothesis**

The hypothesis in this study is an alternative hypothesis (Ha) and the null hypothesis (Ho). The formulated hypothesis described as follows:

Ha: There is a significant effect to students' grammatical accuracy in writing after students receive teachers' IWCF.

Ho: There is no significant effect to students' grammatical accuracy in writing after students receive teachers' IWCF.

## **F. Rationale**

The student is necessary to get feedback from the teacher when their writing still in grammatical error. This obstacle makes the students hard to improve their grammatical accuracy in writing. Feedback in language teaching considered a positive tool in correcting the student's error (Göksoy&Nazli, n.d., p. 2016). Teachers' written corrective feedback is an important part of the writing process.

According to Russell Valezy and Spada (2006) defined corrective feedback as the rectification from the teacher about the students' incorrect language use. In writing classroom, teacher's corrective feedback shows students' errors in writing to make them know and realize their errors. Teacher's written corrective feedback (WCF) involves providing comments and corrections of errors (Elashri, 2013).

To improve students' language accuracy, teachers must do written corrective feedback (WCF) in their written assignments. WCF is also known as grammar correction or error correction in writing. There are some types of WCF that the teacher can use following the teacher's needs.

According to Ferris (2013) postulated four types of WCF, namely direct written corrective feedback (DWCF), indirect written corrective feedback (IWCF), focused written corrective feedback, and unfocused written corrective feedback. From the four types of feedback, IWCF is this research focus. IWCF defined as the feedback provided by teachers with just highlighting, underlining, and circling the errors without correcting them (Lee, 2005).

According to (Göksoy&Nazli, n.d.), 2016. IWCF, on another hand, maybe defined as the mere indication of the error without supplying the correct form. In other words, the teacher does not provide any correction, but instead, the teacher spots and underlines the error and leaves the rest of the learning process, the diagnosis and self-correction of the students. This type of correction is subdivided into two categories, coded and un-coded feedback. Coded feedback, the teacher indicates the location and the type of errors with symbols predetermined in the classroom. Un-coded feedback, however, is the simple marking of errors without using any codes, signs, or symbols. The teacher circles or underlines the error and asks for students' generated correction.

Brown (2010) selected a limited number of error categories that reflect the needs of a particular group of student writers and used highlighters to color code the error patterns when marking student papers-blue for subject-verb agreement, yellow for verb tense, orange for articles, and so forth. Brown has done some preliminary research on the effects of this approach, and he noted that students reported a heightened awareness of their dominant error patterns, which, in turn, led to the motivation for improved self-monitoring.

The research focused on IWCF specified to the recount context. Recount text is a text telling an experience involving what happened, where the place was taken, and when the event occurred (Pardiyono, 2007). Recount text has three generic structures: orientation, event, and reorientation. The language features of recount focus on grammatical linguistic include: a) the use of noun and pronoun b) the use of past tense c) the use of linking verb and action verb d) the use of an adjective to describe a noun (Boardman, 2008).

This language feature of recount text assesses students' enhancing of grammar accuracy. Based on the previous study, the various contexts has been conducted by the error correction method. IWCF gives a positive result to improving students' writing in long-term knowledge.

## **G. Related Previous Studies**

Research by regarding “The Effect of Teachers’ Indirect Written Corrective Feedback to Students Grammatical Accuracy in Writing”. Several previous researchers has conducted it.

First, research by Jamalinesari et al. (2015) investigated the effectiveness and efficacy of teacher’s direct vs. indirect feedback on students’ composition writings in an EFL context. This study explored 20 students of the female intermediate students divided into two classes with either direct or indirect feedback. They were given writing assignments for ten class sessions. The result of the study that indirect feedback improved better compared to the class with direct feedback.

Second, the study was done by Shirotha (2016). This research about the effect of using indirect written corrective feedback to improve students’ writing accuracy. The study is to find the best written corrective feedback strategy in the classroom. It conducted to 35 low-proficiency ESL students. This study used to pretest and posttest to measure students’ writing accuracy. Later, the researcher analyzes the data using a t-test. The result is satisfying. The result of the study that 35 students of the posttest have outscored the pretest score. It showed that IWCF makes student learning independent.

Third, research by Eslami (2014) discussed the effects of direct and indirect corrective feedback techniques on EFL students’ writing. This paper presents the results of the comparison between two different Written Corrective feedback (WCF) techniques. Sixty participants have divided into group A a direct feedback technique and group B indirect feedback. The participants did three steps writing (pre-test, immediate post-test, and delayed post-test). The grammatical errors in this study scoring focused on the simple past tense on the students’ writing.

The next previous study has done by Sermsooket al. (2017). They discussed how the impact of teacher corrective feedback on EFL student writings’

grammatical improvement. In this study, comparing direct feedback and indirect feedback. The result that the teacher's written feedback improved students' grammatical accuracy in writing.

The last previous research conducted by Linh (2018) investigated on five different aspects of writing, namely; grammar, language use, mechanic use, content and organization through the effectiveness of indirect written corrective feedback (IWCF) as perceived by teachers and students of Vietnamese university.

From the five previous studies above, that they did research using method between direct and indirect written corrective feedback. The result that an indirect approach can be used to students grammatical accuracy in writing. Using the indirect method can make to become students can be autonomous in learning.







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