CHAPTER I
INTRODUCTION

This chapter unveils the background, questions, purposes, significance, scope, conceptual framework, and previous study of the research.

A. Background

What is writing? Everyone must have an experience on writing. As long as human life, writing cannot be inseparable. Theoretically, writing is a product of human beings, used to communicate ideas in our minds. Sometimes, people write something to convey their unspoken words, so that other people recognize their thinking ways. Hence, writing is an activity of expressing knowledge or ideas to others for understanding (White, 1986). In the pedagogical field, writing is a complex action that requires several aspects such as cognitive, motivation, and the linguistic process should be bound up to create simultaneous management in the learners' minds (Mendoza, Lehtonen, Sari, & Hyytinen., 2022).

However, as a complex action that emphasizes the students using their creativity, learning writing skills cannot be underestimated. Before the learners produce their writing product, they require to brainstorm ideas, determine the outline, and many others. In the outlining process, every language teacher knows that the students might create some mistakes (Edge, 1989). Nevertheless, the teacher must provide some corrections to the students during the writing process to enhance their understanding.

Since English writing is challenging for junior high school students, it is plausible for them to make some mistakes. To overcome that issue, the teacher has to provide corrective feedback. Related to the researcher's experiences when being an amateur teacher during Teacher Practice Practicum (TPP) at a junior high school in Bandung in 2021, the prominent English teacher (the researcher's supervisor) was focusing on delivering corrective feedback on several grammar errors in the students' writing skills. Consequently, the students have plotted in

their minds that grammar is the core of English writing. However, the coherence and cohesion of the student's writing skills were almost untouchable when the teacher delivered feedback. Moreover, the gap between the teacher and student may be a factor that stimulates feedback and cannot be transferred completely. On the other hand, this phenomenon might have occurred because the learners cannot confirm directly with the teacher about some bias in the feedback. Furthermore, the worst teacher-students relationship may be affected by the effectiveness of corrective feedback.

Is the teacher's corrective feedback becoming the essential thing in learning writing? Teacher's corrective feedback is a crucial thing for students, especially junior high school students. Thus, Bitchener and Knoch (2010) have defined feedback as the information provided by the teacher to enhance students' understanding and performance. Moreover, teacher's corrective feedback aims to assist students in recognizing their errors and correcting them appropriately. However, teacher's corrective feedback has a purpose as a formative assessment that helps students for learning writing skills (Erikson, Boistrup, & Thornberg., 2018).

Therefore, Erikson, Boistrup, and Thornberg (2018) assume that teacher's corrective feedback as a formative assessment is determined by its formative function. As a part of formative assessment, teacher's corrective feedback has an important role in learning writing. On this occasion, the teacher delivers the feedback while the students are planning and making their writing, not at the end. The action of delivering the feedback involves giving a specific kind of feedback that is turned into students' actions (Europe, 2018). In a relation to the students writing skills outcome, the effectiveness of corrective feedback is affected by the trust in the relationship between teacher and student (Hargreaves, 2014). In sum, a virtuous relationship between the teacher and student is a notable supportive thing for delivering corrective feedback.

The previous research was conducted by Tang and Lieu (2018) who were investigating the effects of indirect corrective feedback on L2 writing performance to foster students' inner motivation. However, Tang and Lieu

(2018) investigated the function of indirect coded correction feedback (ICCF) in enhancing students' English writing performance. Henceforth, they applied a quantitative approach f interpreting the data. Moreover, the participants were 56 Chinese native speakers who are considered EFL learners from various English language proficiency in Taiwan. Afterward, the previous study conducted by Erikson, Boistrup, and Thornberg (2018) was focusing on the method and the teachers' rationale for delivering corrective feedback. Erikson, Boistrup, and Thornberg (2018) were collecting the data by constructing interviews with 13 EFL teachers from different schools in Sweden. They employed a constructivist grounded theory approach in interpreting the data.

Meanwhile, this current study is distinctive from those previous research as pointed above. This study is more focused on the teacher's method and its types to provide corrective feedback on writing skills for junior high school students in the EFL classroom in Bandung.

B. Research Questions

Regarding to the complexity of teacher's corrective feedback as a formative assessment, there are several research questions such as below:

1. What methods do the teacher apply to deliver corrective feedback as a formative assessment on students' skills on writing comics?
2. What are the teacher's challenges to deliver corrective feedback as a formative assessment on students' skills on writing comics?
3. How do the students utilize the corrective feedback as a formative assessment from the teacher on their skills on writing comics?

C. Research Purposes

Learning writing and receiving teacher's feedback cannot be separated. However, the teacher's feedback is a tool for the learners to enhance their writing skills. Thus, delivering and accepting feedback is challenging, both for the teacher and students. According to the problems above, this research aims:

1. to identify what methods the teacher applies to deliver corrective feedback as a formative assessment of students' skills on writing comics;
2. to discover the teacher's challenges in delivering corrective feedback as a formative assessment of students' skills on writing comics;
3. to investigate how the students utilize the teacher's corrective feedback as a formative assessment on their skills on writing comics.

D. Research Significances

First, this research aimed to provide advances for teachers and students in English writing. Practically, the study may facilitate teachers and students to determine the appropriate feedback corresponded by both of them.

Second, this research reveals the importance of teacher's corrective feedback as a formative assessment of students' writing skills. In addition, this research discovers what is the relation between teacher's corrective feedback and students' writing outcomes. Furthermore, this research may be a reference for further research which has a similar topic.

E. Research Scope

The scope of this research is to investigate the utilization of teacher's corrective feedback as a formative assessment of students' writing skills. The participants of the study are students who are learning writing in English class in the academic year 2022 in a junior high school, Bandung. Subsequently, this research aims to find the students' responses to the teacher's feedback on their writing skills in the offline classroom.

F. Conceptual Framework

Writing is the process of using symbols to communicate thoughts and ideas in a readable form. Nowadays, a keyboard is normally attached to a typewriter, computer, or mobile device for writing. Sometimes, voice recognition programs allow those who cannot see or use their hands to have their thoughts transcribed. As a complex activity, English writing requires knowledge of grammar,

punctuation, and sentence structure. However, how do junior high school students learn writing skills? There are several aspects to be conquered as mentioned in the previous sentence, and learning from the teacher's feedback is essential. Feedback is divided into Corrective feedback (CF) and Peer feedback. In general, students are familiar with corrective feedback delivered by the teacher. Corrective feedback aids the students to revise their writing errors (Bush, 2020). Thus, Peer-feedback is a term for feedback that is delivered by a learner to the other learner to revise their writing project. As the consequence, providing corrective feedback in writing is widely important for the teacher to enhance students' writing skills.

Therefore, analyzing the teacher's corrective feedback in students' interpersonal text is the focus of this study. Interpersonal text is a kind of text that promotes its social function and is an introduction for EFL learners for learning English (Hadiani, 2019). Normally, the interpersonal text is discussing how the students may express satisfaction, obligation, the introduction of themselves, declarative, interrogative, imperative, judgment, and others (Boccia, 2021). The communicative purpose of the interpersonal text is aimed to develop student's awareness of their community and is purposed to provide the appropriate method of expressing their thought to other people in an accurate and polite way. In this study, the interpersonal text that is discussed is comics.

In this modern era, almost all junior high school has established modern classroom learning. Modern classroom learning or lately described as offline learning is a method where the students are learning in the classroom with technology. Nonetheless, several teachers attempt to integrate the online learning management system with the traditional classroom (Tusino et al., 2019). The integration of e-learning technology and classroom learning methods is described as blended learning (Thorne, 2013). Thus, the environment of a blended learning classroom provides the learner having more socialization with their peer wider than what they have experienced in an online classroom. Additionally, blended learning is used to provide a modern atmosphere to the students in the English classroom. This blended learning method may affect the

delivery of teacher's corrective feedback in the classroom through students' writing skills.

In an educational context, feedback is information provided by the educator to a learner, reducing the gap between current performance and the desired goal (Sadler, 1989). Moreover, Shute (2008) said the main purpose of feedback is to adjust the learner's behavior to improve learning outcomes. Following the two definitions above, feedback is the central component of an ideal instructional cycle. Commonly, feedback has provided by an external agent such as a teacher or peer. Otherwise, self-feedback is used to respond learner's self-monitoring. Hattie (2011) believes that the powerful function of feedback is monitoring the errors and weaknesses which the students made, and must be improved by the instructor in the future.

Furthermore, teacher's corrective feedback has been a segment of language assessment (Brown, 2003). Language assessment, however, is a wide continuing process in education. Thus, language assessment is partitioned by its formality and function. The formality of language assessment is determined by formal and informal assessments. Otherwise, the functionality of language assessment can be seen by summative and formative assessments. NCTE's Assessment Task Force, in their report on Formative Assessment, makes the case that a good formative assessment, among other key factors, includes feedback that is non-evaluative, specific, timely, and related to the learning goals, and that provides opportunities for the student to revise and improve work products and deepen understandings. Moreover, formative assessment consists of frequent, 'low stakes' opportunities for students to monitor their progress towards learning goals. As long as students receive timely feedback on their performance, many types of assignments-both in-class and outside assignments-can be considered as formative assessments.

To summarize, having a function as a formative assessment, the teacher's corrective feedback aims to develop knowledge acquisition, student motivation, and student satisfaction in writing skills (Espasa & Meneses, 2009; Narciss & Huth, 2004). Furthermore, corrective feedback may be a major influence on

student success and effort in school (Dweck & Legget, 1988; Hoska, 1993). Despite the positive effects, feedback has a negative effect. The negative effects of teacher's corrective feedback for learning writing can be affected by how the teacher delivers it. Being a priority, the effectiveness of corrective feedback is affected by the learner's characteristics, the relationship between the teacher and learner, instructional context, structure, and the learner's level.

G. Previous Study

Several previous studies discussed teachers' strategies for delivering feedback on students' writing skills.

First, the research conducted by Chan & Luo (2022) is based on 10 professional development workshops for university teachers on feedback practice, conducted from November 2018 to May 2020 in a comprehensive university in Hong Kong. The goal of the workshop is to help teachers develop knowledge and skills for assessment and feedback, familiarize them with the policies of assessment and feedback in this university, as well as to provide them with a platform to discuss with other colleagues their assessment practice. The goal was to test out the research protocols so the final plan could be adjusted and refined. In the pilot, paper-based surveys were distributed to participants to inquire whether they considered the six pedagogical practices as feedback, and a discussion followed after the teachers completed the surveys. Yet, as it is not possible to demonstrate the results instantly with paper surveys, the researchers considered the use of a classroom response interactive platform in the formal study to facilitate discussion. However, due to the time limit, not all teachers had the opportunities to voice their opinions in the discussion, hence an open-ended question was added for teachers to explain their responses in the classroom response platform.

Second, Tusino et al., (2019) reveal how hybrid task-based language teaching in an EFL writing class engaged the EFL learner. The participants were twenty-six undergraduate students in the English program at a private university in Central Java, Indonesia. This study also explored the student response through

the implementation of hybrid learning in an EFL class. Google Classroom was employed by the researchers as a tool for learning. The findings of this study uncover that activating the learning environment in pairs or small group discussions during both offline and online activities could be stimulating the students' engagement. Furthermore, good communication between student-student and student-instructor has contributed to higher student engagement. In addition, EFL college teachers and students hold opinions that hybrid learning is effective and provides a positive role in motivating students and increasing their task completions.

Third, J. A. Boggs (2019) discussed the effects of teacher-scaffolded and self-scaffolded corrective feedback compared to direct corrective feedback on grammatical accuracy in English L2 writing. The study purposed for increasing written grammatical accuracy by facilitating the student's corrective feedback (CF). Comparing the effects of teacher-scaffolding, self-scaffolding, and no-scaffolding on the learners, a quantitative quasi-experimental design is employed in this study. Likewise, the participants were STEM students of Korean EFL university, South Korea. The results explained that the participants who received teacher-scaffolding and self-scaffolding after pre and post-test outperformed no-scaffolding participants in writing English. However, there were no significant scores differences between the teacher scaffolding, self-scaffolding, and no-scaffolding students. This may be occurred because of the participants' lack of English educational background and writing experience.

Fourth, Erikson, Boistrup, and Thornberg (2018) discussed that feedback can be seen as connected to the formative function of assessment as a part of teachers' everyday classroom assessment practice, to assist students in their learning processes. Thirteen Swedish primary school teachers with 4 to 40 years of teaching experience working with students aged 7–9 years old, participated in the study. An open sampling procedure was adopted to recruit the teachers. Analysis indicated that two main concerns emerged as regulating teachers' assessment practices. These addressed what the teachers perceived as students' academic needs and students' behavioral and emotional needs. According to the

findings, the teachers' rationales for giving students feedback were based on those needs, and dependent on factors such as situation, relationships, time, and effort. This resulted in a constant comparison and weighing of different needs by the teachers.

Fifth, R. Ruegg (2015) shows the relative effects of peer and teacher feedback on improvement in EFL students' writing ability. This study was organized in the English department at a private foreign language university in Japan. There were 51 participants divided into 28 students in the teacher feedback group and 23 students in the peer feedback group. Yet, the focus of this study is on exploring the differences between teacher feedback and peer feedback on the text organization, content, vocabulary, and grammar used in learning paragraph writing. However, the result shows the teacher feedback group achieve more scores in grammar usage than the peer feedback group.

Regarding to the several previous research mentioned, this study is focusing on how the teacher provides corrective feedback and manages it as a formative assessment for developing students' skills in making comics at a junior high school on blended learning classroom.