

CHAPTER I

INTRODUCTION

This research paper elaborates on the background of the research, research questions, research purposes, research significances, theoretical framework, hypothesis, and previous studies.

A. Background

Feedback plays an essential role in improving English writing skills. English writing skills are necessary to help someone communicate with a broader public. When it comes to overcoming writing challenges, it is not just the students who face difficulties. Teachers also play a critical role in ensuring that students receive the necessary support and guidance to help them learn and improve their writing skills. This research deals with a type of feedback called Focused Written Corrective Feedback (FWCF) in providing an intensive writing learning experience to improve students' writing skills.

The FWCF technique selects particular errors to be corrected while disregarding other errors (Ellis, Sheen, Murakami, and Takashima, 2008). This feedback emphasizes the process of students' attention and understanding. Students learn from the mistakes made in the comments before their writing. In essence, the outcomes directly resulting from student errors will have a more meaningful experience and work better in later studies.

Hyland (2001) noted that it is crucial to acknowledge and commend the strengths of a student's writing, particularly for those who struggle with writing. In other words, students' work is assessed, left as it is, and given specific reviews with the target of learning grammar as a form of appreciation for their writing. It could help them strengthen their language behaviors and foster their self-esteem.

Students learning to write English are free to make mistakes. Writing mistakes are unavoidable. Ferris (2002) acknowledges that expecting error-free writing from EFL writers is unrealistic. This statement is acceptable because

writing is considered to be a challenging skill. According to Nunan (1989), writing requires the writer to have cognitive control over the topic, vocabulary, spelling, format, punctuation, format, letter formation, and sentence structure. Students should consider the accuracy of each component when writing or creating a text to achieve high-quality writing. The complex elements of an essay make it possible for students to become confused or experience difficulty. In other words, students' writing may need to be corrected.

Sheen (2007) proposed that using FWCF can help learners reduce their attentional strain, which increases their chances of noticing a target structure. Teachers can correct every mistake the students make, in which case the CF is unfocused. Alternatively, they can fix only certain types of errors, known as focused errors, as used in this study (Ellis, 2009). However, because the student must pay attention to various errors and may need help thinking extensively about each error, processing corrections may be more difficult in unfocused CF. She further mentions that FWCF is more successful because students are able to see multiple corrections of a single error and get the substantial evidence they need to understand why they wrote it wrong and learn the correct form.

This FWCF is related to grammatical writing errors in the results of student projects in classroom learning. Errors made by students can be as varied as the factors that influence them. Santangelo, Harris, and Graham (2007) explained that many students struggle with writing due to various factors such as insufficient knowledge, ineffective strategies, poor planning, content creation, revision, transcription, low motivation, and unrealistic expectations of their abilities. This difficulty is also often felt in the context of schools in Indonesia. Sa'adah (2021) said that most Indonesian students still needed help writing in English during the teaching-learning process of English-related disciplines.

Meanwhile, based on the experience of the researcher when teaching written materials during field professional practice, Indonesian students feel they prefer to avoid writing because it is difficult, especially regarding forms that usually need to be studied more comprehensively. Some teachers only give brief general responses,

so students must learn how to develop their writing skills. However, often notes on writing that students have to edit become a breeze, and later on, these notes become a similar problem that recurs.

In addition, the problems faced by students at the research location, SMAN Situraja, include a lack of practice, motivation to learn to write from students, and a need for more variety in learning techniques. The lack of writing practice results from the limited formal English study sessions at school, and there are also a few informal learning places that students can attend, such as courses or tutoring places. That is closely related to the lack of students' enthusiasm for English learning, especially writing skills. Less attractive learning techniques also make students not deepen and understand the meaning of learning to write at school. These three factors become interrelated factors and grow the reasons the researcher must research on this site.

Written Corrective Feedback (WCF), which refers to responses to linguistic errors in students' written work, is a familiar tool for teachers to help students improve their writing accuracy (Mao and Lee, 2020). This technique is the teacher's attempt to provide opportunities for students to learn from mistakes while improving their writing skills in English. That was implemented by Supriyadi and Kholid (2020) in developing student writings on thesis proposals. FWCF was used in their research on ten student thesis proposals with high-category aspects: content, systematics, and writing.

The final result that FWCF positively impacts students' scientific writing proves that the claim that WCF has no significant impact on students' learning achievement is invalid. In addition, this study also proves that corrective feedback helps build communication in the classroom during teaching writing, leading learners to enhance the quality of their writing. The researcher also applies the same concept to building dialogue between teachers and students through writing. The research is conducted in high school on simple writing projects.

There is also a previous research study by Lee, Luo, and Mak (2021) that examined the efforts of two secondary school teachers in FWCF in the context of EFL students in Hong Kong. Data were accumulated through interviews, class observations, student writing, and pre-and post-writing assessments. The results show that FWCF, when linked to writing instruction and delivered on pre-selected error categories and particular errors depending on the requirements of each student, can be carried out in an authentic classroom.

The study above continues with implications for WCF pedagogy in comparable circumstances by highlighting the possibility of student-specific WCF, focusing on improving writing accuracy and student engagement with revision. The researcher also applies FWCF in similar situations to fill this gap by targeting different EFL areas to involve students in the revision process.

Some researchers believe that this FWCF technique is an implementation that is not only aimed at ESL students but also at EFL students. It proves, as a form of student awareness, that students can develop their communication skills through the writing process in a foreign language. Grammar difficulties commonly mentioned by students are also often encountered by EFL students.

Likewise, this FWCF can be a form of correction that the teacher can give besides the quite common types of WCF, such as direct and indirect WCF. Nevertheless, more studies on written corrective feedback in Indonesia still need to be done. They provided teachers with few resources to utilize when using it in the future, particularly in an FWCF technique. Consequently, the researcher undertook this topic to advance the field of corrective feedback study.

After reviewing those studies, the researcher is keen on introducing the FWCF technique in a secondary school setting. The main goal is to assess the impact of FWCF on students' writing abilities and provide them with valuable tools to enhance their skills. This research on applying the FWCF technique is a core idea to determine how this strategic process can affect students' writing skills.

B. Research Questions

This research explores a type of written corrective feedback applied in an EFL class. Therefore, the researcher formulates three interrelated research questions in the context of using FWCF as a strategy to enhance students' writing skills. The following are the three research questions:

1. What are students' writing skills before they receive the teacher's FWCF?
2. What are students' writing skills after they receive the teacher's FWCF?
3. How effective is the enhancement of students' writing skills before and after being taught through the FWCF technique?

The first research question requires a pre-test to collect data to evaluate students' writing proficiency. Then, the second research question uses a post-test to collect data designed to assess students' writing skills after applying FWCF treatment in the classroom. In addition, to answer the third research question, statistical analysis is employed to determine the significance of enhancing students' writing skills.

C. Research Purposes

Based on the previous research questions, the purpose of the research has been seen indirectly. However, in the following, the researcher explains in more detail the objectives to be achieved from this research.

First, the objective of this current study is to ascertain how utilizing focused written corrective feedback impacts students' writing abilities. This investigation concentrates on the significance of the increase in writing skills after students go through the writing process in the revision stage. This research is further examined using quantitative methods to prove the application of the strategy.

Second, this study also provides information for teachers about the different feedback options available for their writing classes, as it is known that the teacher uses various types of ways to respond to a piece of writing. This study fills the gap in using WCF types in the classroom, especially for using focused types in writing

classes. Therefore, students can better focus on the writing process based on the revision results in specific contexts and errors.

D. Research Significances

Effective writing skills are a crucial component of the communication process. Students try to convey their ideas and thoughts through written words. Students wait for the teacher's response to writing as a form of interaction in the writing process. Therefore, teachers use their methods to respond to students' writing. FWCF helps students find comments and suggestions on their writing for a particular grammatical category. The utilization of this technique holds great importance in writing courses. The significance of this study stems from the process of implementing FWCF in students' writing. The results of this research are expected to have both theoretical and also practical impacts on education.

Theoretically, this research provides benefits and can be a source of details regarding using FWCF as a technique to enhance one of the students' skills. It also aims to assist students in displaying their understanding while writing or receiving feedback by implementing the FWCF technique.

Practically, this research provides important meaning for students, teachers, and future researchers. This technique can help students improve their writing skills. Students can find out the impact when the teacher uses the FWCF technique to help them develop their abilities and know the effectiveness of the writing process using this technique. This research can also provide teachers with information on analytical student writing to help students build their writing skills in a text. Besides that, it can increase motivation and creativity in writing by avoiding students' writing errors. As for future researchers, this research will likely create innovations in corrective feedback on other types.

E. Theoretical Framework

The study analyzes how the FWCF technique can enhance the writing abilities of students. It also establishes the theoretical framework for this research. This section begins with a discussion of students' writing skills, the closest to the

broader scope, and FWCF as a technique to be used in the classroom in the writing process. Then it continues with building on the relationships between these ideas.

With the aim of exploring the experience of learning English using the FWCF technique, this research covers the process of learning to write comprehensively. The feedback session is an essential thing academics do as a form of appreciation in the writing process. Students' original writings are reviewed and responded to in each session, limited to only one or two linguistic features. Change in the sense of improvement is a satisfying target for teachers and students, but providing feedback that occurs in the midst of it is a crucial part explored in depth. For a more structured explanation, the research variables are visualized below.

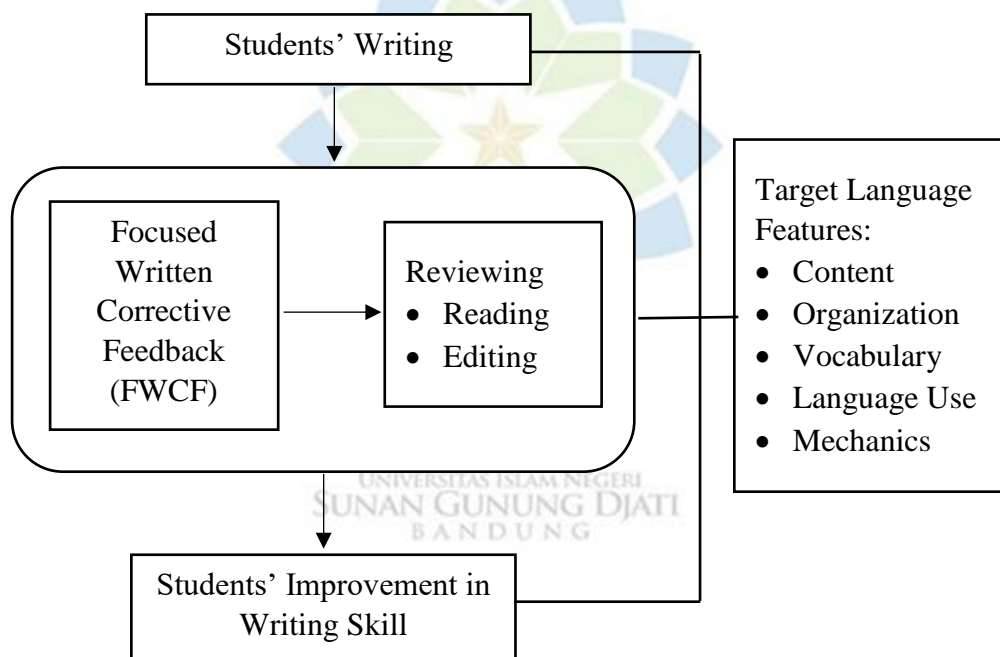


Figure 1.1 Theoretical Framework

Students' writing skills are the main focus of this research. Every English as a foreign language (EFL) learner must have the skill of writing as a part of their language proficiency. Engaging in writing activities helps to strengthen one's language skills by developing habits and evaluating the ability to produce properly structured sentences, making it an extension of grammar practice (Hyland, 2003). As also mentioned by Sa'adah (2021), the act of writing is frequently shaped by the constraints of different genres, so this component must be present in learning. To

help students do well with their writing in class, teachers act as evaluators, observers, and appreciators of students and their work.

Teaching students to write is about guiding and assisting them in learning how to write. Reynolds and Kao (2019) agree that teachers can allocate more time in class for practicing writing skills and communicative language assignments by incorporating intensive language practice methods like FWCF. In line with this, Sa'adah (2021) claimed that teachers guide students in teaching and learning activities to discover the deficiencies and errors they make when they write. The process that occurs in the feedback is part of language practice that should be explored more. Teaching writing skills is something that teachers and students can do to produce meaningful understanding.

Students' understanding of learning determines the approaches, methods, and techniques used during language teaching. To put it differently, learning interprets the concept of teaching writing. The information provided by the teacher in class to students will always be accompanied by their respective teaching styles. The information they provide is sometimes in the form of lectures or digital slide shows filled with material. Students can utilize the feedback to verify, comprehend, contemplate, connect, modify, build, and even reconstruct their understanding (Taylor, Sánchez, Luzuriaga, Podestá, and Furman, 2020). Various forms of review are intended to help students perform better.

Regarding the review itself, in this study, FWCF was selected as one of the many types of feedback. The FWCF has a restricted scope, focusing only on a select few language features that are carefully defined and narrowly tailored (Ferris, 2010). The written review form conveys a sense of detail, so students know which errors to correct—supported by focusing, which limits class meetings to specific language features. The language features (Weigle, 2002) shown in figure 1.1 are used as focus boundaries in the writing process.

According to Lee, Luo, and Mak (2021), studies on FWCF have focused on a narrow range of error types and have been conducted quantitatively in

experimental settings. That means the teacher will correct only one type of error by not using any typology but purely written corrective feedback. Providing this type of feedback can significantly enhance students' comprehension of error types. It differs from unfocused feedback in that it handles multiple errors. It is reasonable to assume that the more attention-intensive it is, the more likely a correction will lead to acquiring a technique.

In conclusion, the presented theoretical framework provides a strong foundation for research to answer the three research questions. This framework serves as a guide for implementing the FWCF in secondary school writing classes. It also ensures that research studies are methodologically sound and can contribute significantly to current knowledge.

F. Hypothesis

The hypothesis focuses on the significance of the FWCF technique in enhancing students' English writing skills. This study contains two issues that need to be addressed. First, this study analyzes the impact of using the FWCF technique on students' writing skills. Second, it is expected that there will be a noticeable contrast in students' writing proficiency before and after implementing the FWCF technique in class during this study. As in Creswell (2012), the hypothesis contains a prediction made by researchers about the expectations variable relationship.

Meanwhile, the focus of this study is on the use of the FWCF technique as the dependent variable, while the independent variable is students' writing skills. Therefore, the relationship proposed by the research hypothesis is that "Students' writing skills increase by using the FWCF technique."

Furthermore, the hypothesis needs to be clearly stated. For this study, the hypothesis is divided into two parts - the alternative hypothesis (H_a) and the null hypothesis (H_0). The formulated hypothesis for this study is as follows:

H_0 : The use of FWCF is not effective in enhancing students' writing skills

H_a : The use of FWCF is effective in enhancing students' writing skills

The null hypothesis (H_0) above is a statement that there is no difference or mutual influence between variables. To put it differently, the null hypothesis states a difference equal to zero. So, this hypothesis will be tested, whether the null hypothesis will be accepted or rejected.

The alternative hypothesis (H_a) above states that there is an observed effect between the two variables in this experiment. That is, the alternative hypothesis opposes the contents of the null hypothesis, and there are differences in the nature of mutual influence between the variables studied. If there are deviations or differences between the two variables, then the null hypothesis is rejected, while the alternative hypothesis is accepted.

The assumption of this research is to prove that the use of FWCF can effectively enhance students' English writing skills. In other words, the null hypothesis is a statement that the researcher is trying to refute, while the alternative hypothesis is that the researcher is trying to prove.

G. Previous Studies

A thorough review of previous studies on the subject under examination is provided in this section. By using such research, the researcher is encouraged to collect and examine as much pertinent data as possible to advance the knowledge already known on the topic. Several past studies on FWCF research have been conducted in both Indonesian and non-Indonesian contexts.

First, the study by Supriyadi and Kholid (2020) claimed that this FWCF implementation research contributes to effective written feedback and has several implications for lectures. This study revealed that the learners' writing ability increased the most in the part where they practiced the most. The research was conducted through mentoring activities for the final assignment proposal with ten students of the Biology Education Program at UIN Raden Intan Lampung. In contrast, the current research participants were students in the second grade of secondary high school. An equivalent time-series design was used in this investigation. Draw four times using observations. Writing skills evaluation rubrics

and written feedback assessment guidelines are research tools, as the writer has the same as current research, except that the rubrics used are different because they are adapted to the kind of writing.

Based on the previous research, the researcher believes that the same and much better impact will occur if applied at a different level, as in other research, in secondary high school with different text genre needs. The final project proposal was used in previous research. However, the current research will focus on explanation text under the writing material in class XI. This previous research has advantages that the researcher will also apply in the current study, where after giving the FWCF, the researcher also evaluates students' performance by discussing the significance of the comments in the FWCF and ensuring that they comprehend what actions to take.

The study suggests that teachers should focus on enhancing their writing teaching and allocate more time to provide feedback on various aspects of students' writing (Lee, Luo, and Mak, 2021). FWCF is feasible in an authentic classroom when coordinated with writing pedagogy and administered on pre-selected error classes and selective errors based on personal student needs. This research was conducted in two English-language classrooms at School A, an English-language secondary school in Hong Kong that accepts students with excellent academic knowledge. During one academic year, data were obtained through teacher and student interviews, class observations, student writing, and pre-and post-writing assessments.

Similar to what is described in the previous research, the current research jointly identifies how to implement the FWCF method in secondary schools by conducting a pre-test, treatment, and post-test as one of the instruments with a learning duration of six meetings. Their study was designed for particular conditions to be conducted in authentic classrooms and studied in two different classes. In contrast, in the current study, the researcher explored a class that comprehensively used the FWCF strategy to improve their writing skills. The form of the teacher's review used in the previous study had an interesting form, and it

was felt that it would be easier for students to understand, so the researcher adopted a similar form for the current study.

Third, Reynolds and Kao (2019) examined the effect of direct FWCF, instruction from the teacher, and digital game-based instruction on grammatical accuracy in English articles. This study involved FWCF in several group situations. Participants were 45 Taiwanese students at a university randomly divided into two experimental groups and one control group. The students were asked to write three cover letters to three equal job promotions a pre-test, a direct post-test, and a delay post-test.

The results of this third previous study have shown that teaching practices that present focused grammar instruction with direct FWCF are more useful to second language writers than simply providing error correction. The treatment applied to Reynolds and Kao's research (2019) showed the results of the treatment on the accuracy of English in both indefinite and definite articles, while the current research results showed an increase in the ability to write English as a whole. The other difference lies in the genre of the text, which is adjusted to the educational level of the participants. The previous research procedure provides guidelines for current research, which also requires affixing a symbol such as a caret symbol (^) to mark errors so that students know where the error is.

Fourth, the research by Sa'adah (2021) examined initial and final drafts of descriptive essays from English Department students. The researcher conducted the research using qualitative research methods. For full analysis, this study only employed one essay on student descriptions, which had been modified by the professor using written feedback. In contrast to the current study, which would use multiple essays corrected by the teacher utilizing FWCF, the goal of this study was to describe the various sorts of written feedback used in correcting student descriptive essays by lecturers to develop the quality of student writing. The instrument used in this research is documentation, while the current research uses pre-test and post-test to see the improvement of students' writing skills.

The previous study results have shown that lecturers provide two types of written feedback in correcting students' essays: direct written corrective feedback and metalinguistic feedback. The current study fills a gap in the literature for another sort of written feedback, namely FWCF, which is not commonly available in Indonesian references. The research by Sa'adah (2021) has the advantage of providing documentation in the form of a comparison of ways to give feedback.

Last, the research by Aprilia, Rochsantiningsih, and Haryati (2022) used indirect corrective feedback to improve students' writing abilities. Improvement in students' writing skills is the exact intention focused on in our research. However, this study has a different type of feedback from the current research, namely FWCF. Based on the increase in writing scores, this study showed that indirect corrective feedback improved students' writing abilities. This study involved 24 students of class XI SMA in Karanganyar using an action research design approach. Student writing served as the primary data source for this research.

Also, the current study uses the same grade level of participants and the same primary data source to investigate. Planning, executing, observing, and reflecting are the four steps of classroom action research procedures used to conduct research. The procedures carried out in this present study were data collection for the pre-test, treatment four times, and data collection for the post-test. This previous research applied all aspects of writing to its project, which will eventually be applied to the current research.

Some gaps exist between the previous research and the current research. The gaps include the methodology gap, the participant gap, the procedure gap, and the text genre gap. The current research objective is to fill these gaps by expanding additional references in the FWCF study. While some previous studies have looked at other types of WCF, the current research is on the focused type. The selected participants were at the student level. However, this time the researcher chose secondary high school students as participants. Revisiting the grammar issues that students frequently bring up is something that EFL students have frequently struggled with since they were in senior high school.