CHAPTER I
INTRODUCTION

The following section provides a concise overview of the study. It consists of seven sections; which are background of study, research questions, research purposes, the significance of the research, conceptual framework, hypothesis and previous studies.

A. Background of Study

Writing is a creative and expressive activity. It generates linguistic expressions and subsequently employs them to convey the meaning of the ideas. Thus, writing is an activity that involves exchanging ideas through words that become a text. Language is inextricably tied to creative processes. It is a constant and reciprocal interaction that develops during childhood that is reflected in writing skills to some extent (Gentner & Goldin-Meadow, 2003). As for writing, this is a process that requires cognitive and metacognitive abilities. According to Hacker, Keener, and Kircher (2009), writing can be understood as a cognitive process that involves the reconstruction or association of ideas in order to generate novel concepts and effectively convey them through written texts. Byrne (1993) stated that the human brain forms language through writing and determined that structured sentences should be aligned and thoroughly correlated in writing. In conclusion, writing is an activity that expresses the writer's idea in a text written in a word that is structured and correlated with each other.

One of the genres in writing is explanation text. An explanation text is required in English Subjects for Indonesian EFL, just as in Curriculum 2013 (K13). According to Blake (2011), an explanation text establishes the existence of a phenomenon and explains why or how it occurred. Sani (2014) states an explanation text is a genre of text that provides a scientific account of the emergence of natural phenomena and technology.

However, Palmer (2011) said, writing an explanation text is difficult. According to Koutsoftas and Gray (2012), students need help with productivity, complexity, and grammar in writing. During the researcher's teaching practice, most students needed help arranging the idea in their minds into a written text. It can be proved by the fact that 22 students of 35 students in XI Social 4 got low category score (less than 60). Besides, students also need help writing English texts because English is not their first language and also afraid of grammar mistakes. As Nasser (2019) states that According to Nasser (2019), students may encounter various challenges and obstacles in their writing endeavors throughout different phases of their educational journey. According to Galbraith (2009), writing is difficult because it involves translating ideas into text, creating content, and ensuring that the text meets the interests and needs of the readers.

Since English writing is difficult for students, it is possible that they will make mistakes. To address this problem, the teacher must provide corrective feedback. Corrective feedback can be considered to teach writing to EFL students. As defined by Keh (cited in Li & Li, 2012), corrective feedback is a result that contains information for revision. Corrective feedback requires the teacher to provide personal exposure to students' work. This will make students know their strengths and weaknesses personally. Corrective feedback can bring a solution in writing explanation text.

Some researchers have already conducted research related to teachers' feedback. Mayasari (2014) conducted a study by analyzing students' ability to write an explanation text at SMAN 1 Pariaman. She analyzed the students' ability to write an explanation text from vocabulary, mechanics, and grammar. The result from the study is the student's ability to write an explanation text was moderate. This conclusion was indicated by the fact that 53 students (70.67%) had the average ability. Furthermore, Gunawan (2019) research entitled The Effect of Teacher's Indirect Corrective Feedback Technique On Students' Writing

Ability of Explanation Text found that indirect corrective feedback is an effective method for teaching eleventh graders to write an explanation text. It proved significantly different from the result before and after implementing indirect corrective feedback.

Therefore, this research focuses on teacher's direct corrective feedback for students' abilities in writing explanation texts because students' ability to write an explanation text was average and also wanted to figure out whether teacher's direct corrective feedback has the same effect as teacher's indirect corrective feedback.

B. Research Questions

Regarding to the use of teacher's corrective feedback as a teaching writing strategy, there are several research questions listed below:

1. How is students' skill in writing explanation text before the implementation of teacher's direct corrective feedback?
2. How is students' skill in writing explanation text after the implementation of teacher's direct corrective feedback?
3. How is the significant difference between the students' writing skill before and after the implementation of the teacher's direct corrective feedback?

C. Research Purposes

Based on the research questions listed above, this study aims to accomplish the following three purposes:

1. To figure out students' writing skill in explanation text before the implementation of teacher's direct corrective feedback.
2. To figure out students' writing skill in explanation text after the implementation of teacher's direct corrective feedback.
3. To figure out the significant difference between students' writing skill before and after the implementation of teacher's direct corrective feedback.

D. The Significance of Research

This study is expected to improve English language teaching in writing skills, especially in writing explanation text. Furthermore, this study hopes to improve students' ability to write an explanation text. Theoretically, this research can support the teacher's direct corrective feedback method for improving EFL students' writing skills. Practically, this research is significant for EFL teachers in finding the appropriate and suitable teaching strategy for improving EFL students' writing skills.

E. Conceptual Framework

Writing is the process of communicating thoughts and ideas into words. Writing English for foreign language students takes work. The students are required to know the vocabulary, grammar, and sentence structure. For that, EFL teachers must find an appropriate teaching method for EFL students' English writing. Feedback can be an option for teaching English writing. In general, students are used to receiving corrective feedback from their teachers. Corrective feedback assists students in revising their first draft of writing mistakes (Bush, 2020). As a result, providing corrective feedback in writing is crucial for teachers to improve students' writing skills.

Therefore, this study focuses on implementing the teacher's direct corrective feedback in students' explanation text. According to Refnaldi (2010), an explanation text is a text that contains information that explains how an incident happened. Explanation text is used to tell the processes about something. Kosasih (2013: 85), "explanatory text is a text that explains or explains about natural or social processes or phenomena." Furthermore, according to Sani (2014: 298), "explanatory text is a type of text that explains scientifically how natural phenomena and technology appears, for example: how and why did something happen?

Feedback is essential to student-teacher interaction (Herra & Kulinksa, 2018). Feedback is information the teacher provides students to fill the gap between their current ability and the goal (Sadler, 1989). Furthermore, Shute (2008) states that the primary purpose of feedback is to inform the students' mistakes to improve learning outcomes. Three agents may be able to provide feedback. They are a peer, teacher, and student (Hattie & Timperley, 2007). The teacher will be the agent that provides feedback in this research because they can cover all types of student errors and have more skills than students. Espasa & Meneses (2009) stated that the utilization of corrective feedback from teachers serves as a formative assessment strategy that facilitates the development of knowledge acquisition, student motivation, and student satisfaction in the context of writing skills.

The provision of corrective feedback offers two distinct options: direct corrective feedback and indirect corrective feedback. According to Guenette (2007), direct feedback refers to the act of a teacher providing corrections to errors made by students. Van Beuningen (2008) states that direct error correction involves the identification of both the error and the target form. Besides that, Ellis (2009) defined the utilization of direct corrective feedback offers learners the benefit of receiving explicit guidance regarding the correction of their errors. Ferris and Roberts (2001) suggest when it comes to students with limited writing proficiency, direct corrective feedback is deemed more effective than indirect corrective feedback. Indirect feedback is a form of communication that signals the presence of an error without explicitly offering the necessary correction. Lee (1997) defines indirect correction as a pedagogical approach wherein the teacher highlights errors made by learners without explicitly providing the correct forms. This approach encourages learners to independently identify and rectify their errors.

F. Hypothesis

An utterance of the researcher's prediction about the relation with variables is a hypothesis. The research was proceed properly using the hypothesis at the beginning and end of the hypothesis as stated in (K Dayanand, 2020). As for the hypothesis which will be used in this research are:

H_0: There is no significant difference of student's writing ability of explanation text after the implementation of teacher's direct corrective feedback.

H_a: There is significant difference of student's writing ability of explanation text after the implementation of teacher's direct corrective feedback.

G. Previous Study

Several studies have been conducted on teachers' corrective feedback on students' writing abilities. First, Gunawan (2019) portrayed that indirect corrective feedback is suitable for teaching Writing explanation text to students in eleventh graders. It can be proved by the result of the findings in his research. This research used a quantitative method by collecting the data using the pre-test, treatments, and post-test. The pre-test, treatments, and post-test results showed that this strategy improves students' ability to write an explanation text.

Second, Daffa (2022) discovered that corrective feedback helped students become aware of their punctuation, word choice, grammar, and story content mistakes. The students were encouraged to improve their writing abilities, particularly in creating comic books. It was proved by the result of the findings in his research. The research used a qualitative method with observation, treatment, and interviews with students and teachers. The interview with all the students proved that corrective feedback improves students' writing abilities. All the students interviewed responded that the teacher's corrective feedback is essential to improve their writing skills, especially in making the final comics. The students said they would become aware of their story's punctuation rules and flow and increase their self-confidence.

Third, Mafulah (2021), in her research titled The Effect of Direct Corrective Feedback on Students' Writing Performance, used a quantitative method with a quasi-experimental design and found a slightly significant difference in students' writing skills before and after the implementation of corrective feedback. The corrective feedback technique does not improve students' writing abilities.

In their research, Zheng and Yu (2018) found that the Low- proficient EFL students were effectively engaged and focused on teacher-written corrective feedback (WCF) but did not show an improvement. This research uses a qualitative method with six steps to collect the data; writing the first draft, giving WCF, student oral reports, students revision, second drafts, and interviews.

This study focuses on the writing of explanation text with the teacher's direct corrective feedback technique, which in previous research on the indirect corrective feedback technique shows the improvement in students' writing skills. Besides that, there is also research on teacher's corrective feedback on comic writing that also improves students' writing. On the other hand, there is research about teacher's direct corrective feedback on argumentative essay and other research about students' engagement in teacher-written corrective feedback that do not improve students' writing skill.