

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the problem of the study, the objective of study, the significances of the study, the scope and limitation of the study, and the definition of key terms.

A. Background of the Study

Writing is a productive skill, as speaking. It makes the students produce their writing. Writing is a productive skill which is taught from primary level to higher secondary level. It can help the students to express their idea when they are afraid of speaking. Writing is free because it depends on the people who are the writers. As writers, we can write poem, poetry, short story, novel etc. In school, the students write from the simplest writing until the hardest writing. For example, the students write a sentence, then write a paragraph, and then write an essay.

Sometimes teaching writing for EFL learners is not easy. Many students face difficulties when they write something, such as (1) comprehension and conception of ideas, (2) composition, (3) language accuracy and appropriacy, (4) vocabulary, and (5) lack of time. Students considered that writing is the most complex and difficult skill to be mastered (Bailey, 2003 as cited in Wahyuni, & Umam, 2017). Because of that, the teacher must explain and guide the students to write correctly. The teacher must motivate and treat the students in order to develop their skill and help them to think individually. According to Harmer (2010), when the students are writing-for-writing, we will want to involve them in

the process of writing. In the “real world”, this is typically involves planning what we are going to write, drafting it, reviewing and editing what we have written and then producing a final (and satisfactory) version.

Teaching writing skill is full of challenges, because the students get difficulty in writing as explained above. The teacher needs to solve those problems by giving the appropriate strategy to the students. One of suggested strategies is written corrective feedback for teaching writing. Teachers might address the contents of the text, the ideas presented in students’ writing, the organization, and the appropriateness of the vocabularies used in their writing (Beuningen, 2010). Previous studies showed that written corrective feedback is effective for the students. When using direct feedback, teachers point out the errors and provide the corrections. When they use indirect feedback, teachers indicate the errors without providing corrections, leaving the students to discover the errors for themselves (Bitchener et al., 2005). It is important in improving the students’ writing accuracy. The students can understand their mistake then they cannot make their errors at the second time. Ellis (2008) stated that corrective feedback is effective in helping the students to eliminate errors in redrafting their writing. It means that the students can analyze their errors. They believe that using the teacher’s feedback helped them in improving their ability in writing, mainly in terms of grammatical aspects (Tangkiengsirisin, & Kalra, 2016). As Shirota (2016) stated that written corrective feedback has been proven to be a key tool to improve students’ writing. Because written corrective feedback is effective, the teachers should teach them maximally. The research implies that the method is

used not only to respond to the students' writing, but also to affect their writing ability. In this respect, the teacher should consider implementing a small conference to maximize the use of indirect corrective feedback (Septiana, Sulisty, & Kadarisman, 2016).

According to Ajmi (2014), students are not against WCF. In fact, they highlighted its importance in assisting them in improving their English. The present study is interested in finding out the effect of written corrective feedback. The researcher will focus on the use of direct written corrective feedback in one of Islamic Senior High Schools in Kediri.

Established along with the explanation above, the researcher is interested in carrying on a research entitled **“The Effectiveness of Using Written Corrective Feedback on The Writing Recount Text of The Students of MA Sunan Ampel Pare”**

B. Problem of the Study

Based on the background of the study, the researcher intends to investigate the effect of written corrective feedback in teaching writing at the first grade students of MA Sunan Ampel Pare. This study attempts to answer the research question “Is written corrective feedback effective in teaching writing recount text?”

C. Objective of the Study

Related to the research problem stated above, the objective of this study is to investigate the effectiveness of written corrective feedback in teaching writing recount text.

D. The Significances of the Study

The researcher will give some useful information about the effect of written corrective feedback in students' writing ability . This research is expected to give contributions to the teacher, the students, the school and also the readers.

1. For the teacher

The researcher hopes that the result of this study can make the teacher be able to improve the students' ability in writing. This research provides many kinds of written corrective feedback that can be used by the teacher in giving feedback to the students.

2. For the students

The researcher hopes that the students can improve their writing skill after getting written corrective feedback from the teacher. Every student has his/her own perception. He/ she can accept feedback from the teacher positively. The otherside, he/she can accept feedback from the teacher negatively. The researcher hopes that the students will use the correction from the teacher in their writing.

3. For the school

This research may be able to give contributions in teaching-learning process, especially in English subject. This research is expected to be useful to develop the education quality of this school.

4. For the next researchers

The researcher hopes that this research will help the next researchers to do their research. They can use this research as their guidance in researching written corrective feedback that is used in the school.

E. Scope and Limitation of the Study

In order to obtain the focus on this study, the researcher gives the scope and limitation. The researcher focuses on investigating the effect of written corrective feedback in teaching writing for the students of MA Sunan Ampel Pare. The researcher uses Rod Ellis's theory that consists of six kinds of written corrective feedback . The Rod Ellis's theories are direct corrective feedback, indirect corrective feedback, metalinguistic corrective feedback, focused and unfocused corrective feedback, electronic corrective feedback and reformulation. The limitations of this research are the first grade students of MA Sunan Ampel Pare. In this case, the researcher only focuses on direct written corrective feedback from Rod Ellis's theory.

F. Hypotheses

This research is intended to investigate the significant difference between students who are taught using written corrective feedback and students who are taught using oral corrective feedback in their writing ability. As a result, the hypotheses of this study are formulated as follow:

1. Alternative hypothesis : there is significant difference between the students taught using written corrective feedback and the students taught using oral corrective feedback.
2. Null Hypothesis : there is no significant difference between the students taught using written corrective feedback and the students taught using oral corrective feedback.

G. Definition of the Key Terms

To avoid misunderstanding and gain same perception between the researcher and the readers, it is important to be mentioned some key terms. Those are defined as follow:

1. Writing

Writing is one of four skills in teaching English. It is a productive skill that produces some words on paper and composing text. The result of writing can be called as text. It can be hardfile or softfile.

2. Written Corrective Feedback

Feedback is the response from listeners or readers. It can be in the form of comment that is given by speakers or writers. Written corrective feedback is

feedback that is given by the teacher to the students in their writing. The aim is to improve the students' writing ability of the students.

3. Recount Text

Recount text is one of text types which should be mastered by the students. Recount text is a piece of text that retells past event. The purposes are to inform and to retell the past event to the readers.