CHAPTER I

INTRODUCTION

This chapter includes several points explaining the reasons for conducting this research. It consists of background of the study, formulation of the research questions, objectives of the study, hypothesis of the study, significance of the study, and scope and limitation of the study. In order to avoid misunderstanding, definitions of key terms are also provided in the last part of this chapter.

A. Background of Study

Writing is one of language skills taught and learnt, and specifically categorized as the highest level of productive skills that should be mastered by English learners. Wingersky, Boerner, and Holguin (1992: p.1) state that writing is the way of gaining control over the ideas and getting them down on paper. It is in line with Browne (2007: p.81) who defines writing as deciding what one wants to write, how best to say it and how to put these ideas onto paper in a way that is intelligible to readers. It means that, in writing, learners must be able to develop their ideas and have ability to organize those ideas by using some aspects of English, such as vocabulary mastery and grammar mastery, so that the reader will exactly catch the meaning.

However, to promote writing as a skill, it needs to make distinction between writing-for-learning and writing-for-writing. According to Harmer (2001: p.330), once writing-for-learning is kind of writing when we do to help students learn language or to test them on that language, writing-for-writing is intended to build students' writing skill by building their writing habits or getting them to write

for language practice. Thus, if students are asked to write a sentence using correct particular grammar structures, it aims not to train students to write, but rather to help them remember those grammar structures. In contrast, writing-for-writing is done such when we ask them to write a narrative, it counts their ability to write a story, their writing skill, not just their use of the grammar itself. Therefore, it can be concluded that writing skill is the process of developing and changing our thinking into print as a tool of communication in expressing our ideas to the readers on paper by organizing those ideas and using appropriate grammar and vocabulary to make the readers catch what we deliver.

In both second- and foreign- language education, writing skill is becoming increasingly important. It has become tenets of communicative language teaching where Weigle states that it teaches language as a system of communication rather than an object of study (2009: p.1). According to Curriculum 2013 (Permendikbud, 2018: p.380), one of writing skills that should be mastered by senior high school students is writing recount text, which is taught in second semester of tenth grade. It is stated in the basic competency 4.7.2 "*Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks*". It means that the students are expected to comprehend the social functions, text structures, and language features of recount text in order to be able to write recount text effectively.

However, writing is considered as complex skills for students to achieve. Hussain Hanif, Asif, and Rehman (2013:p.831) claimed that writing is the most

complicated skill because it requires much concentration, conscious efforts and practice in all its steps. Richards and Renandya (2002: p.303) state that the difficulty of writing lies not only in generating and organizing ideas, but also in translating these ideas into readable text. It means that students have to pay attention to higher level skills such as planning and organizing as well as lower level skills such as word choice, spelling, punctuation, and so on. According to Weigle (2009: p.116), writing skills require certain crucial components, such as content, organization, vocabulary, language use, and mechanics. As a result, if students' language proficiency is weak, this difficulty becomes even more increased. However, although writing is done not in one easy step but in a series of steps, Langan (2009: p.11) considers that a realistic attitude about writing must build on the idea that writing is a skill that anyone can learn with practice.

With this consideration, in doing the process of writing, the students need to be guided by the teacher to help them achieve the real product of writing. In guiding them on their process of writing, teachers have to give the advices and suggestions as the input to their writing, namely feedback. Lalande (1982: p.140) noted that the students do not have better skill if their work is not corrected. Harmer (2004: p.12) also states that teachers have to consider the way in which they react to their students' writing in order for a writing process approach to work well. Because of that, many efforts have been directed toward helping EFL learners in teaching their writing skill, one such effort is providing written corrective feedback (Mobini & Khosravi, 2016: p.28). In providing corrective feedback, Ellis (2009a) suggests various strategies including direct corrective feedback, indirect written

corrective feedback, metalinguistic corrective feedback, the focus of the feedback, electronic feedback, and reformulation.

With regard to pre-observation at MAN 2 Kediri, some students face obstacles in writing. Teachers sometimes directly give score to students' writing assignment without giving correction to their mistake. This fact could make the students often repeat their mistakes in their next writing because their work did not correct well. Even if teachers give correction to students' writing, mostly, the correction on students' writing is in the form of direct corrective feedback. It makes them rely on the teachers' correction which provide the correct one of their errors. This could make them to only know their major mistakes without getting the opportunity to learn what needs to be fixed. As a result, they only have a short-term memory in their writing development. Consequently, students always repeat their mistakes in their writing, such as the mistakes in using auxiliary, conjunction, punctuation, and vocabulary usage. Thus, teachers need to give the appropriate feedbacks in ways that allow them to revise and have better writing. When the teachers understand an appropriate feedback which should be given, the students will also appreciate what teachers want them to do through the feedback they have given.

Concerning to the problem above, students need a technique to develop their writing skill especially in writing recount text by paying attention to their mistake. They need to learn their mistakes from the previous writing so they will not repeat it in their next work. One of the techniques that can be used to face those problems in writing class is indirect written corrective feedback. Different from

direct corrective feedback which consists of an indication the error and providing the correct linguistic form, Bitchener (2008: p.105) states that through indirect written corrective feedback, teacher brings students' attention to an error by indicating their error in four ways: underlining or circling the error; recording in the margin the number of errors in a given line; or using a code to show where the error has occurred and what type of error it is. It means that instead of the teacher providing the correct form, it is left to the students to correct their own errors. As a result, through indirect written corrective feedback, students have responsibility to make their written work better by finding the correct point.

Chandler (2003: p.267) believes that through indirect written corrective feedback, students feel that they engaged to learn more from self-correction so that they can reduce long-term error, and it takes less teacher time on giving feedback to students' work. It implies that students who are given indirect written corrective feedback are likely to find the intention given by the teacher to think critically their error. Eventually, they will notice the error they have made and they will not repeat the same mistakes.

Moreover, there is research evidence to indicate that indirect written corrective feedback brings more benefits to students' long-term writing development. An experimental study conducted by Hosseiny (2014) investigated the role of direct and indirect written corrective feedback in improving EFL students' writing skill. It is same with this research which use quantitative method with experimental design and focus on EFL students' writing skill. However, this previous study is conducted at pre-intermediate students in "Iranians" institute in

Ardabil. While, this recent research is conducted at tenth grade students of MAN 2 Kediri and only focus on indirect written corrective feedback. The result of this previous study has proven that indirect feedback always encourages students to take part in the process of repair, which puts them in the appropriate framework to at least acknowledge and notice the suggested solution from the teacher. It is reported that indirect written corrective feedback on error helps the students to have better writing accuracy.

Another study conducted by Shirota (2016) presents the effect of using indirect written corrective feedback in teaching students' writing accuracy. Different with this recent research which use quasi-experimental research, this previous study employs a pre-experimental quantitative research and takes Indonesian college students in writing class as the subject. The result reveals that there is statistically significant progress in their writing accuracy. And it also shows that indirect written corrective feedback elicits students' autonomous learning.

The result of Shirota's study are in line with Westmacott's study (2016) which explores six EFL students' perceptions to the two types of feedback, direct and indirect written corrective feedback. Different with the two previous studies which use experimental design, this study is an action research carried out with intermediate learners in a Chilean university. It's reported that most students in this EFL setting claimed indirect feedback was more useful because it encourages deeper cognitive processing and learning. Even, it may also help reinforce grammatical knowledge and encourage autonomous learning behavior. Considering the three previous studies above, it can be concluded that teachers' thought and

comment of indirect written corrective feedback will be saved for a very long time in students' memories, and it is more helpful on student's long term writing development.

Based on the background of the problem above and considering the benefits of indirect written corrective feedback, the researcher wants to conduct a research entitled "**The Effectiveness of Indirect Written Corrective Feedback in Teaching Senior High School Students' Writing Skill**".

B. Research Problem

Based on the background above, the research problem statement is formulated as follow: "Is indirect written corrective feedback effective in teaching senior high school students' writing skill?

C. Objectives of the Study

The objective of the study is intended to answer the research question. This study purposes to investigate whether or not indirect written corrective feedback is effective in teaching senior high school students' writing skill.

D. The Hypothesis of the Study

The researcher formulates the hypothesis as follows:

H_0: There is no significant difference on writing skill between students who got indirect written corrective feedback and students who do not get indirect written corrective feedback.

H$_1$: There is significant difference on writing skill between students who got indirect written corrective feedback and students who did not get indirect written corrective feedback.

E. The Significance of the Study

By conducting this research, the result is expected to give positive contribution for English teachers, students of senior high school, and other researchers. For English teachers, they will comprehend the difficulties in teaching and learning writing, so they can evaluate themselves in English teaching and learning process. It also can be used as a reference for them to use indirect written corrective feedback as one of alternative technique in teaching writing so that the goal can be achieved. For the students, the result of this study will help them to understand their own weaknesses and motivate them to expected to have better writing. While, for the researchers, the finding of this study will give empirical evidence to support the previous theory that indirect written corrective feedback can be applied as one of technique in teaching students' writing skill. Besides, it can be used as reference for those who want to conduct further research in the same field.

F. The Scope and the Limitation

This research focuses on the recount text writing skill of the tenth grade students of MAN 2 Kediri academic year 2019/2020. And it focuses on the students who are taught using indirect written corrective feedback better than those who are taught by another strategy. The material is adopted from the Curriculum 2013 with basic competence 4.7.2 which requires the students to comprehend the social

functions, text structures, and language features of recount text in order to be able to write recount text effectively.

G. Definition of the Key Terms

In order to give consistent concepts and to avoid misunderstanding, there are three key terms which should be defined as follows:

1. Writing skill

Writing skill is the process of developing, changing, and organizing our thinking into written form used as a tool of communication in expressing our ideas to the readers by applying content, organization, grammar, vocabulary, and mechanics to make the readers catch what we deliver.

2. Recount text

Recount text is a kind of texts which is used to tell about event and experience that already happened in the past.

3. Indirect written corrective feedback

Indirect written corrective feedback refers to a feedback that is given to the students' writing to indicate the location of their error by underlining, highlighting, circling, or giving a code without providing the correct form in order to give an opportunity to the students to correct their own mistakes and find the correct one which can bring more benefits to students' long term writing development.