

# CHAPTER I

## INTRODUCTION

This chapter presents background of the research, research questions, aims of the research, scope of the research, significance of the research, clarification of terms, and organization of paper.

### 1.1 Background of the Research

English is one of foreign languages which is taught in every educational level in Indonesia. Writing is a productive skill that should be mastered by EFL students. Academic writing such as exposition, discussion, and argumentative texts are usually written by students at school. Those academic writings also have its own purpose, generic structure and also language features. Therefore, to produce a good academic writing, students need teacher guidance at school, especially for students who learn English as a foreign language.

Writing is considered a challenging skill, particularly as foreign language, because there are some processes that should be done to create a good writing and it is not easy. Langan mentioned (2007) that even professional writers do not automatically write a paper, they start with prewriting, scratch outline, writing first draft, revising, and proofreading (p. 5). They have to work step by step. Brown (1994) also noted that some processes such as thinking, drafting, and revising should be conducted in the process of writing (p. 335). Thus, writing is a long process because it needs to be developed to enhance the quality of a writing itself.

Sawir (2005) found that grammar is the most important aspect for Asian students in learning English; the students convince that grammar mastery enable them to learn other English skills (p. 575). In this research an Indonesian student mentioned that grammar is the most difficult aspect, but it is important to learn more about grammar to write an academic writing. This research also found that Asian students focus on avoiding grammar mistake. In addition, Ferris & Roberts (2001) found that sentence structure,

word choice, verb tense, noun endings (singular/plural), and also verb form are top five of grammatical errors made by language learner (p. 169). Therefore, grammar mastery and positive reinforcement in writing is also important since it leads to developing confidence in writing.

In ESL teaching, teacher feedback on students' writing is very important because errors in writing cannot be avoided. Hyland (2006, p. 88) stated that providing feedback is one of the most important tasks for an ESL teacher. Teacher feedback is expected to help the students to decrease or even eliminate some errors that appear in their writing. Teacher feedback in the writing process is expected to give significance improvement in students' writing and reduce grammatical errors which occur in the writing. As stated by Emilia (2011, p. 36) "Consultation is important to give students feedback about their writing, which is really important for the students' writing development". According to Keh (1990) some students read comments from teacher to find out whether they did it well and how is their work improvement (p. 302). A good writing can be produced by the students if they can develop the ideas, content, cohesion in the text, and also using appropriate grammar in their writing. Thus, it is important for the teacher to give feedback in the process of revising drafts in a writing process. Emilia (2009) mentioned that most students seem to have difficulty in determining writing styles (such as pattern of organization and content) and also in practicing English such as convention (punctuation, capitalization, spelling, and clarify), sentence structure, diction, vocabulary, and grammar.

Meanwhile, Purwandari (2012) mentioned that teacher's role is not optimal in guiding the students in the writing process and the teacher also does not provide appropriate example or writing technique before conducting writing activity (p. 18). The teacher prefers to do administrative task or check on students' exam result during the process of writing. According to Ferris (2007), for a writing instructor, responding to students' writing is one of the most challenging aspects and certainly the most time consuming (p. 165). Those who give a lot of feedback must believe that reading and responding to students' work serves more than just administrative purposes (Hyland,

2006 p. 209). Whereas Hyland & Hyland (2006) mentioned that research on student preferences has consistently found that students expect teachers to comment on their written errors and are frustrated if this does not happen (p. 83). Rowe (2011) also found in her survey that many students value feedback to achieve better academic result (p. 354).

Moreover, feedback is not only important for students improvement in writing but also for teacher because feedback can reflect the effectiveness of teacher teaching style and help the teacher to choose exact treatment to improve the students' performance (Erdogan, 2005, p. 266). Chandler (2003) also proved it in an experimental research; Chandler found that accuracy of students' writing improved significantly over a semester when they corrected their error after feedback than when they did not (p. 279)

According to Lalande as cited from Ferris (2007, p. 54), in giving feedback, indirect feedback is more preferable because indirect feedback will engage students in a learning process, so they can solve their own problem in writing. Lalande also noted that students' errors are reducing overtime if teacher using indirect feedback in comparing with direct feedback. It is in line with Ferris (2002) who views that students' error frequency ratios are reduced after received indirect feedback in comparing with students who receive direct feedback (p. 20).

Some studies related to error feedback actually had already conducted by many researchers (Ferris 2002; Saito 1994; Bitchener et al 2005; Rowe 2010). However the number of research on error feedback in Senior High School students is inadequate, particularly in writing an analytical exposition. Thereby, based on the facts, issues, and theories stated above, this research will focus on *The Use of Indirect Feedback to Reduce Students' Grammatical Errors in Writing an Analytical Exposition Text*.

## **1.2 Research Questions**

Based on the background of the research, the problems to be inspected are:

1. To what extent does indirect feedback reduce grammatical error made by students in writing an analytical exposition text?

2. How students' response towards grammatical error feedback given by the teacher?

### **1.3 Aims of the Research**

The aim of the research is to find out the use of indirect feedback to reduce the number of grammatical errors made by students in the process of writing analytical exposition text. Furthermore, this research is also conducted to find out students' response towards grammatical error feedback given, in this case is indirect feedback.

### **1.4 Scope of the Research**

This research focuses on investigating the use of indirect feedback to reduce students' grammatical errors in writing analytical exposition. This research also finds out students' response towards indirect feedback given by the teacher. This research is conducted in one of senior high school in Bandung district. The participants of the research are eleventh grade of senior high school students. There are two classes taken as sample of the research. Indirect feedback will be given to experimental group as a treatment. Furthermore, the research is limited on teaching of analytical exposition by using indirect feedback from the teacher.

### **1.5 Significance of the Research**

This research is expected to enrich theoretical development of feedback. Practically this research is expected to contribute to the development of teaching and learning English, particularly in giving indirect feedback for grammatical errors in writing an analytical exposition text and to give valuable input for researchers who conduct a research at the same field.

### **1.6 Clarification of Terms**

In order to avoid misunderstanding, some terms will be explained in this part. The terms are clarified as follow.

**Feedback** is input from a reader to writer with the effect of providing information to the writer for revision (Keh 1990, p. 294). In this case, teacher provided indirect feedback strategy for students' writing. Indirect form simply indicates that an error has been made by means of an underline, circle, code, etc (Hyland, 2006, p. 85).

**Grammar** is a language theory of how language itself is put in structured and works in order to make a contextual meaning (Gerot & Wignell, 1994, p. 2). However, subject-verb agreement errors, noun errors, and article errors made by students are the main focus of grammatical errors on this research.

**Error Analysis** Corder as the father of Error Analysis (EA) cited from Saville–Troike (2012, p. 37) defines error as students' lack of L2 knowledge, and mistakes as students' failure in a processing the language itself

**Exposition Text** is kind of text which has function to argue about an issue (Gerot & Wignell, 1994, p. 210). Generic structure of analytical exposition consists of three aspects, thesis, arguments, and reiteration. Thesis elaborates the main arguments that will be presented and also indicates writer's belief about an issue. Then, each argument will be developed, and the last writer should restate his or her position about an issue. Commentaries, essay, and editorial are examples of exposition text (Emilia, 2011 p. 104).

## **1.7 Organization of Paper**

This paper is presented in five chapters. Each chapter consists of several chapters as follow.

### **Chapter I Introduction**

It provides the information on the background of the research, statement of the problem, aims of the research, scope of the research, significance of the research, clarification of terms, and organization of the paper.

## **Chapter II Theoretical Foundation**

This chapter presents related literature of the research. It specifically discusses some aspects including theories about feedback, types of feedback, error analysis, sources of error, types of grammatical errors in writing, definition of writing, and definition of exposition text.

## **Chapter III Research Methodology**

This chapter related to the research methodology, research questions, research design, sample, research procedure, and data collection in the research.

## **Chapter IV Findings and Discussions**

This chapter presents the result of the research. This chapter presents research findings and also discussions of the data.

## **Chapter V Conclusion**

This last chapter explains the interpretation toward the result of the research. The conclusion and suggestion in this chapter are expected to give benefits and inputs for the readers who want to know more about feedback or intended to do a research in the same field.

### **1.8 Concluding Remark**

This chapter has been reviewed the background of the research, statement of the problems, aims of the research, scope of the research, significance of the research, clarification of terms, and organization of the paper.