CHAPTER 1

INTRODUCTION

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

1.1 Background

Learning a foreign language involves four skills: speaking, listening, reading, and writing. Among these skills, the most difficult language skill to be developed or even mastered is writing i(as cited Hedge, 2000; Norrish, 1993 in Kulprasit, 2014). As a result, students' attitudes toward this language skill are shown negative.

Writing is one of the most important skills in studying English because not only is writing an academic skill, but it is also an important skill that design into any career fields. Writing is a skill, which is not only helpful in writing to English, but also useful to improve other considerably.

> In English learning classroom, the teacher aims at developing four skills of his/her the learner's ability to understand to speak, to read and to write. It is an important tool, which enables man to communicate with others people in many ways (Mandal, 2009 cited in Huy, 2015).

However, Huy (2015) found that many students at high school are not aware of the importance of writing skill and the total number of high school students that is successful in learning writing is too small.

In Indonesia, English is taught as a main foreign language. Teaching writing is practically recognized by teacher as teaching grammar. In the writing courses, students learn about the language rather than how to write in the target language. The focus of teaching writing in the EFL classrooms is, hence, on the knowledge of the language, not on the communicative purposes. As Shih (1999) in Kulprasit (2014) indicates, in Asian school system, writing is usually taught by traditional approaches, including grammar translation, audiolingual, and teacher-centered approach.

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Unquestionably, students, being taught under such approaches, are not able to communicate their ideas in a written form in the target language although they know its rules and have been practicing those rules for years. This is a common problem of students learning writing.

The most obvious reason that students do not write well is that they do not receive a great deal of instructions, practice, and feedback in writing (Smith in Murti, 2013). One of the main forms of guidance students receive about their writing comes in the form of written feedback. Feedback is a technique used by course instructors to communicate to students about their writing (McGrath, Taylor and Pychyl, 2011).

There are studies that point to the usefulness of corrective feedback as cited in Purnawarman (2011) (see, Brookhart, 2003; Carless, 2006; Schwartz & White, 2000), Williams (2005)). Carless (2006) confirms that students who receive feedback during the writing process are aware of how well they are performing and what they need to do to improve. Furthermore, feedback can provide assessment on how well the students perform their writing or their accomplishment of a given task (Schwartz & White, 2000) As feedback is meant for helping students to narrow or close the gap between their actual ability and the desired performance (Brookhart, 2003). As Williams (2005) suggests, feedback in writing can stimulate explicit knowledge of student writers (Purnawarman, 2011).

Yet researchers have questioned the effectiveness of feedback as elaborated in McGrath et al, 2011 (Chanock, 2000; Crisp, 2007; Higgins et al, 2001; Weaver, 2006). According to Higgins et al (2001) the intention of written messages can become garbled and ultimately may not result in the desired improvement in student writing (Crisp, 2007). For example, students may misinterpret the meaning of feedback (Chanock, 2000), and although they may believe feedback is valuable, its helpfulness can vary greatly. Weaver (2006) also stated Students perceive written feedback that is blurred

and focused on negative aspects of their writing as unhelpful (McGrath et al, 2011).

Keh (1990) stated that through feedback the writer learns where he or she has mistaken or confused the reader by not completing enough information, illogical organization, lack of development of ideas, or something like inappropriate word-choice or tense.

Unfortunately, the growing research under the topic of indirect feedback on writing has been focused more on the adult participants, University L2 learners. However, in some studies the learners were studying a second language (e.g. Bitchener, 2008; Farrokhi, 2012; Ferris et al 2013).

Considering the lack of variety of researches that have been focused on adult participants, the study seeks to design a study connection both of the components to be put into research. The study, therefore, addresses the following research objective that is to see further the efficacy of indirect corrective feedback in improving students' writing skill in writing narrative texts.

1.2 Statement of Problem

This research will be conducted to answer this following question

1. How effective is teacher indirect corrective feedback in helping students to improve their writing skill in writing narrative texts?

2. What are the students' responses toward the use of teacher indirect corrective feedback in teaching writing narrative text?

1.3 The Purpose of the Research

Based on the statement of the problem, the aims of this research is as follows

1. To examine the efficacy in indirect corrective feedback to improve the students' writing skill in writing narrative text.

2. To discover students' responses toward the use of teacher's indirect corrective feedback in teaching writing narrative text.

1.4 The Scope of the Research

This study is concentrated on finding out the efficacy of teacher's indirect corrective feedback in improving students' writing skill in writing narrative texts at one of high schools in Bandung. The analysis will focus on the analysis of grammatical errors in writing narrative texts and teacher's corrective feedback. The researcher wants to see further whether giving indirect corrective feedback is effective or not in improving students' writing skill in writing narrative texts by looking at the number of grammatical errors in the writing.

1.5 Significance of the Study

There are three points of significance which are expected to come from the study as follows:

1. Theoretical benefit

The research findings can be used as the contribution toward the research about the effectiveness of teacher's indirect corrective feedback in improving students' writing skill in writing narrative texts.

Until the present time, the majority of research done under the topic of indirect corrective feedback only used undergraduate students as the research subject, in some studies the learners were studying English as second language. At the same time majority of research evaluated students' improvement in accuracy by considering only revised text. Therefore, the result of study is expected to enrich the literature on the issue, as well as to give a reference for further research under the same topic.

2. Practical benefit

Uplifting students' desire to write, increasing their awareness of the importance of writing, as well as facilitating improvement in writing are the goals of many EFL teachers for their writing classroom. In order to pursue, the teachers need to have an effective strategies to carry out writing activities. Indirect corrective feedback, as one of the strategies that can be used by teachers might be one of the solutions. Hence, the result of the study is expected to be one of the potential feedback strategies for teachers in improving students' writing skill in writing narrative texts.

3. Professional Benefits

The research problem can help teachers to improve the quality of teacher, create effective strategies, increase critical thinking of the students, and to create deep engaging language learning.

1.6 Clarification of the Key Terms

There are some terms in this research, which need to be clarified. The definition of them as follows:

- **Feedback:** Feedback is an essential element of a process approach to writing. It can be defined as an input from a reader's perspective to writer with the effect of providing information to the writer for revision. It could be comments, questions, and suggestions a reader gives a writer to produce 'reader-based prose' as opposed to writer-based prose (Keh, 1990).

- **Indirect Corrective Feedback:** Indirect Corrective Feedback involves indicating that the student has made an error without actually correcting it. This can be given by underlining the errors or using codes to show omissions in the student's text (or by placing a cross in the margin next to the line containing the error) (Ellis, 2008).

- **Writing**: Writing is a complex metacognitive activity that composes on an individual's knowledge, basic skill, strategies, and ability to coordinate multiple processes. Writing is one of the fundamental things in studying

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English. It is one of the language skills students have to learn in their learning process (Huy, 2015)

- **Narrative Text:** Narrative is a text which is typically composed of three broad stages: an orientation, a complication and a resolution aimed at entertaining the reader through the story of writer (Wajnryb, 2009 in Murti, 2013)

1.7 Organization of the Paper

This research will be organized in four chapters. Each chapter has some subtopics which help the reader to clarify and give detail on the information what the writer input to this research. The paper of this study is organized as follows:

Chapter I Introduction

This chapter provides the information on background of the research, statement of problem, purpose of the research, significance of the research, clarification of terms, and organization of paper.

Chapter II Theoretical Foundation

This chapter consists of theoretical foundations; this part elaborates in detail theories which are relevant to the research. It discusses three major points important to the study, which are theory of feedback, error analysis, process approach, writing skill and narrative text

Chapter III Research Methodology

` This chapter discusses the methodology in conducting this research, how the study is conducted and analyzed. The data analysis is also explained briefly. This chapter involves research design, research hypothesis, population and sample, research procedures, research instruments, and data analysis.

Chapter IV Result and Discussion

`This chapter explains findings and discussions from the study. It explores findings and discussion of data.

Chapter V Conclusion and Suggestion

This chapter contains conclusion, which describes the results of the research and suggestions derived from the result of the study.