

CHAPTER 1

INTRODUCTION

1.1 Background of the study

Nowadays, acquiring English writing skills is a must for us if we want to master English. Other than that, in Indonesia English is considered as a foreign language (EFL). Since it is not our native language, EFL students do not know English as well as native speakers, and they also often find difficulties in English. For example, EFL students make grammatical errors such as incorrect verb tense, including subject-verb agreement, because they are confused about the different use of verbs in English that we do not have in Indonesian (Irmalia, 2016). For that reason, corrective feedback for the errors made by students is needed to improve their writing skills, because corrective feedback is considered as a viable option to improve EFL students' writing (Lee, Mak, & Burns, 2015). Besides that, feedback is important to help improve students' performance, motivation, and self-efficacy (Roy, 2015), and it is the factor that influences students' progress in learning English (Astia, 2018).

Moreover, due to the Coronavirus pandemic all of the school's activities in the present condition, including the teaching and learning processes only could be done online. Therefore, the use of technology was needed to support the online learning for both teacher and students.

The development of technology has made the process of giving feedback using technology possible. Teachers and students can do corrective feedback not only by using handwriting but also by using technology, like using an application. For example, a previous study has shown the effectiveness of spellchecker application to check error spelling made by students (Beltrán, 2016), and also there is a study using a screencast to give students audiovisual feedback in order to gain students'

motivation and engagement in learning (Kim, 2018). Also, integrating learning processes with internet technology like Edmodo can improve students' achievements and interests by doing online discussions with the teacher (Gay, 2017). It shows that there are a lot of applications that can be used for technology-based feedback.

There were several previous studies in Indonesia related to the effectiveness of corrective feedback to improve writing skills. The first one has conducted by Rohmawati (2014), the research is about using error feedback to improve seventh-grade students' writing skills. In this research, the result shows that the use of error feedback could make students correct their mistakes, and also it could improve seventh-grade students in one of the junior high schools in Indonesia effectively. The second previous study was conducted by Kisnanto (2017). The research is about the effectiveness of written corrective feedback. In his research, the result showed that EFL students who received either direct or indirect written feedback have an improvement in their writing skills. Besides that, in another country, for example, the study by Rassaei (2019) in the Iranian EFL students about the computer-mediated written and spoken corrective feedback, the result also showed that computer-mediated corrective feedback, both audio-based and text-based corrective feedback were effective for L2 development.

Therefore, the researcher was interested to study the use of the Kaizena application in teaching writing narrative text. Kaizena itself is an application that can be used for feedback with a mission to allow students to continuously improve whatever skills they are pursuing (Kaizena, n.d.). Bless (2017) has studied the influence of Kaizena application on teachers, and the result shows that the Kaizena application can influence teachers writing instruction and self-efficacy, and also it made the writing instruction has a better quality. However, it only focuses on the impact on the teacher, not the student. Additionally, McCrea et al (2020) also

showed that students have more sense of engagement and have a better result in writing by using the voice or spoken feedback tool on the Kaizena application. For that reason, the researcher wanted to know whether the use of Kaizena application for giving feedback can improve students' writing, and also their perceptions.

1.2 Research Questions

Based on the rationale above, in this research, the researcher based this research on one research question below:

- 1) Can the use of corrective feedback on the Kaizena application help students improve their writing skills in narrative text?

1.3 Aims of the study

The aim of this study based on the research question above is:

- 1) To identify whether the use of corrective feedback on the Kaizena application can improve students' writing skills in narrative text.

1.4 Scope and limitations of the study

This research studied about the use of teacher's corrective feedback on the Kaizena application to the tenth grade of senior high school students' writing. Therefore, this research only focused on corrective feedback, the Kaizena application, and students' perceptions. The participant in this study was the tenth-grade students, and the number of participant in this study were 25 students. In this research, the teacher gave feedback to the result of students' writing through the Kaizena application. Then, the students needed to revise it and re-upload it. Thus, the data in this study were collected through the document analysis, questionnaire, and also from interview to see whether the use of the Kaizena application could improve students' writing skills. Moreover, the research site of this study was in one of the senior high school in Indonesia. Therefore, the result presented here may be different from other schools in Indonesia.

1.5 Significance of the study

The results of this study are expected to be beneficial and provide useful information as follows:

1) Theoretically

The results of this study are expected to expand the readers' knowledge about technology-mediated corrective feedback especially by using the Kaizena application, thus teachers can use the application to improve students' writing. Moreover, the result of this study will give solutions of giving online feedback in the Coronavirus pandemic situation.

2) For the English Teachers

The results of the study will enable English teachers to reflect on how students' perceptions toward the use of the Kaizena application for their narrative text writing. Also, it helps teachers to know how corrective feedback is beneficial in helping the students' to write in English. Moreover, the result of this study could be a reference for other teachers if they want to utilize the Kaizena application in their teaching and learning activities.

3) For the Students

For the students under this study, the feedback given in the Kaizena application could help students to reflect on what they need to improve in their writing. Additionally, this research will give the students more information about technology-based corrective feedback, and the use of the Kaizena application, so the students could know how to utilize the Kaizena application for giving feedbacks.

1.6 Clarification of terms

Below is the list of the key terms used throughout this paper.

- 1) **Corrective Feedback** refers to the teachers' response to the errors made by second-language students (Li, 2014) as the process of correcting students' errors in their writing.
- 2) **Students' writing.** Writing itself is a process of expression of thoughts (Moffet, 1979), and students' writing here refers to a text written by the student as the assignment. In this research, the writing assignment will be in form of a recount text.

- 3) **Kaizena** is a web application that provides a platform for teachers to give oral and written feedback (Kaizena, 2018).
- 4) **Students' perception** is the way students think about specific phenomenon after they get the sensation from the environment through the sense of organ (Walgito, 2003, as cited in Aprianto, 2017).

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NARRATIVE TEXT*

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