

CHAPTER I

INTRODUCTION

Chapter I presents the background of the research, research questions, research aims, scope of the research, significance of the research, clarification of key terms, and organization of the paper.

1.1 Background of the Research

As one important productive skill to master, writing plays a significant role in learning a language since it is widely used as a medium to gather, preserve and transmit information to readers (Graham et al., 2013). Based on the Regulation of Ministry of Education and Culture Number 37 Year 2018, EFL senior high school students in Indonesia are required to be able to produce a variety of English texts. Still referring to this regulation, the standard of competence and basic competence mentioned that the learning objectives for the tenth-grade senior high school students are more related to English skills for communication purposes both in spoken form and written form. One of the English skills that students need to master mentioned in Basic Competence point 4.7.2 is to produce a recount text by paying attention to the social function, the structure of the text, and linguistic features correctly according to its context. However, during the pandemic era, the tenth-grade students at this senior high school did not get used to writing in English. They were only given multiple choice assignments by the teacher instead of writing assignments in English. Therefore, the teacher did not know the extent of students' writing ability in English. In fact, in today's era, English language skills are needed to master not only in oral form but also in written form.

In relation to the statement in the previous paragraph, because Indonesian EFL students have learned English since elementary school, ideally they are expected to have good English writing skills. Nevertheless, problems in writing still often found in students' writing because students were not familiar with writing activities in English. They felt that writing is a difficult task because they have difficulty using grammar, determining the topic, and expressing their ideas in

written form. This is also supported by some studies revealing to the fact that some Indonesian EFL students faced difficulties in writing that affected their writing ability (Hasan & Marzuki, 2017; Rahmatunisa, 2014; Toba et al., 2019). Several writing problems were negative attitudes toward writing, lack of writing practice, and limited writing time (Toba et al., 2019). Thus, it can be inferred that students in this class were still not used to English writing due to some writing difficulties affecting their writing performance.

Numerous studies have been conducted to investigate Indonesian EFL problems toward writing. A study conducted by Toba et al., (2019) investigated that several problems faced by Indonesian EFL students when it comes to writing were the dislike of writing, anxiety about writing, negative perception of writing, and low motivation in writing. Furthermore, Abas and Aziz (2016) reported that even though students have learned English since elementary school, most of them felt difficult to express their thoughts or ideas in English. In addition, most students had negative attitudes toward writing due to some difficulties with linguistics, paragraph organization, and psychological problems (Rahmatunisa, 2014). Hasan and Marzuki (2017) also reported that grammatical problems seemed to be the most common problem in writing including plural forms, articles, verb forms, clauses, passive voices, and prepositions. These problems occurred since English is neither a first nor second language for Indonesian EFL students. Thus, to reduce some of these problems and facilitate students' writing, action from the teacher is needed to help them improve their writing skills, one of which is by providing teacher written corrective feedback (hence TWCF).

Several researchers reported that TWCF was more effective to help students in improving their writing (Kassim & Ng, 2014; Khanlarzadeh & Nemati, 2016; Mawlawi Diab, 2015; Rummel & Bitchener, 2015; Van Beuningen et al., 2012). From those studies, teacher feedback was effective to be implemented in the classrooms to help students in writing. Students who received TWCF shows an improvement in writing than students who did not receive any correction. Hence, teachers should be able to provide successful feedback and identify a few

grammatical errors or non-grammatical errors to help students in their writing. On this occasion, TWCF is considered an effective and successful way of assessing students' written works. It is essential for EFL students to make them aware of mistakes, help understand the lessons, and lead them to reach the predetermined goals.

Numerous studies related to TWCF have been conducted by many researchers (Ferris et al., 2013; Mawlawi Diab, 2015; Rahimi, 2019; Razavi, 2014; Rummel & Bitchener, 2015; Sobhani & Tayebipour, 2015; Van Beuningen et al., 2012). However, the research about TWCF in senior high school in Indonesia is inadequate, especially in writing recount text. Thus, based on the aforementioned studies above, this study focuses on TWCF to help students improve their writing skills. TWCF was carried out using Ms. Word to facilitate the accommodation of feedback to students due to its ease of access. Not only Ms. Word can be accessed on a laptop, but it can also be accessed using a smartphone. Therefore, giving TWCF to students is expected to be able to help them produce better texts compared to their previous writings.

1.2 Research Questions

Based on the background of this research, the purpose of the research is intended to answer this question:

1. How can TWCF help senior high school students write recount text?

1.3 Purpose of the Research

Considering the research question provided above, the purpose of this research is to investigate how TWCF helps senior high school students in writing recount text.

1.4 Scope of the Research

This study focused on investigating the effectiveness of TWCF to help EFL students in writing recount text. This study was conducted in one private senior high school in Bandung. The participants of this study were ten senior high school students; more significantly at the tenth-grade level. The result of this study only elaborated on students' works before getting feedback compared to after getting

feedback from the teacher. In addition, the type of feedback mostly used was indirect corrective feedback, followed by direct corrective feedback. For the focus of feedback in students' writing, unfocused/comprehensive feedback was used. Direct feedback was implemented to revise students' mistakes that were hard to explain using written comments. Indirect feedback was conducted to help students do self-correction on their writing. Then, the focus of feedback used in this study was unfocused/comprehensive feedback since the researcher gave written comments on three writing aspects, namely content, grammar, and mechanics.

1.5 Significance of the Research

The result of this study is expected to provide some benefits regarding the implementation of TWCF in writing recount text, especially in theoretical and practical significances.

Theoretically, this study is hoped to provide new insights regarding the best practices in teaching writing for the better improvement of TWCF in English writing classes.

Practically, it is expected that this study will provide general guidance for English teachers in developing the teaching and learning practice to improve students' writing skills using TWCF and assist teachers in considering TWCF best practices in English writing classes.

1.6 Clarification of Key Terms

The terms below will be frequently used in this research to avoid misconceptions and misunderstandings. Below are the clarifications of the terms used in this research:

- Feedback

Narciss (as cited in Strijbos et al., 2010) stated that feedback is comments delivered to students based on the true condition of their learning performance to assist them in reflecting on their own work.

- Recount Text

According to Knaap and Watkins (2005, p.223), recount text is basically written to make a report about an experience of a series of related events in chronological order that occurred in the past.

- Teacher Written corrective feedback (TWCF)

TWCF refers to the teacher's efforts to help students improve their own works using written comments (Shintani et al., 2014).

1.7 Organization of the Paper

This paper is organized into five chapters. Each chapter has its capacity to explain the contents in detail.

Chapter I is the Introduction. This chapter presents the background of the research, research questions, research purposes, the scope of the research, significance of the research, clarification of key terms, and organization of the paper.

Chapter II is the Literature Review. This chapter explains the foundation of theories that are relevant to the topic of the research. It discusses writing in EFL contexts, teacher feedback in EFL classrooms, feedback on writing aspects in EFL contexts, strategies for providing corrective feedback, the focus of TWCF, and previous studies on TWCF.

Chapter III is the Methodology. This chapter describes the procedures of the research used by the researcher to conduct the whole research. It includes research design, site and participants, data collection, research procedures, and data analysis.

Chapter IV is the Results and Discussion. This chapter presents the results of the data along with the discussion of the results to the answer research question.

Chapter V is the Conclusions, Implications, and Recommendations. This chapter explains the conclusions of the research and provides several suggestions for future research based on the data analysis of chapter four.

1.8 Concluding Remarks

This chapter has discussed the background of the research, research questions, research aims, significance of the research, scope of the research,

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clarification of key terms, and organization of the paper. In the next chapter, this paper will discuss further the literature review of the study.