

CHAPTER I

INTRODUCTION

This chapter is contain of background of the study, scope of the study, research question, purposes of the study, significances of the study, and definition of key terms.

A. Background of the Study

Nowadays, written corrective feedback is commonly used by almost of teacher either in school or university to improve students' writing. Many studies on written corrective feedback (WCF) have been conducted both abroad and in Indonesia itself. A number of L2 writing studies have all reported the positive effects of written corrective feedback (WCF)¹. Further, the more SLA studies on WCF have also presented reliable and convincing evidence that written corrective feedback help students improve the accuracy of their writing². Also, there are few researchers who have conducted their study in Indonesia especially about direct corrective feedback where they indicate that direct corrective feedback can help students' writing improvement.

The level difficulty of writing is different from every person either from students' side, college students, or even lecture has their own obstacle in writing skills. Especially the writing skills for Indonesian students who learn English as second language of course the challenge in writing ability is more complicated

¹AshwellT, "Patterns of Students' Response to Student Writing in A Multiple-Draft Composition Classroom: Is Content Feedback Followed by Form Feedback The Best Method?", *Journal of Second Language Writing*, Vol. 9, 2000, p. 227-258.;

Chandler J, "The Efficacy of Various Kinds of Error Feedback for Improvement In The Accuracy and Fluency of L2 Student Writing", *Journal of Second Language Writing*, Vol. 12, p. 267-296.

²Bitchener J and Knoch U, "The Value of Written Corrective Feedback for Migrant and International Students", *Language Teaching Research*, Vol. 12, 2008, p. 409-431.

than native speaker. Besides, the research about direct corrective feedback in Kendari is still rarely to be found.

In the school that researcher teaches about writing, at the first meeting, researcher did not see the problem from students' reaction when researcher attempted to ask them to write about their experience in their friendship. Since researcher had checked their writing one by one, researcher found many mistakes and the lack of vocabulary in their writing. Then researcher knew that each student has his/her own difficulty in writing skill. Almost all of them had the same mistakes in fact there were still a few students who had a specific difficulty. However, direct corrective feedback has never been done before by the English teacher because writing exercise was rarely done in this class. When researcher told the students about writing test, they looked surprised and many of them were did not know much about it. Then from this case, researcher needed to take an action to introduce them to writing.

Therefore in this research, the researcher has a main goal that helping students in correcting the students' mistake in writing to improve their writing skill through this direct corrective feedback. Direct corrective feedback is one of effective way to indicate students' mistake. In this case, corrective feedback is utilized only to emphasize the teacher habit to remind students' mistake and the teacher attempted to notify about students' error³

³Craig Chaudron, *Second Language Classrooms: Research on Teaching and Learning* (Cambridge: Cambridge University Press, 1988), p. 103

B. Scope of the Study

This study is concerned on the use of direct corrective feedback in helping students' L2 writing improvement at SMKN 1 Kendari. Research aimed on students' recount text writing based on their experience in friendship and researcher observed the mistake. The fields of correction were in terms of tenses, capitalization, spelling, and punctuation. Researcher focused on the way of direct corrective feedback used in the EFL context.

C. Research Question

Based on the background, the researcher mainly aimed on the question "How can teacher's direct corrective feedback help students' in writing improvement at eleventh grade students of SMKN 1 Kendari?"

D. Purposes of the Study

Based on the on the research background, this study is targeted to know the improvement of students' writing by helping them through direct corrective feedback at eleventh grade students of SMKN 1 Kendari.

E. Significances of the study

There are three kinds of significances in this research, theoretically, practically and pedagogically. They are as follow:

Theoretically, this study will give contribution that direct corrective feedback is provided when the teacher writes the correct form in the students'

paperwhile inthe end of the writing, the teacher just indicates indirectly the location of the error.⁴

Practically, hopefully this study can be contributing for teachers to provide students' need in teaching English especially in their writing ability, for students to have an experience in writing skill through this method and even another people who just want to learn about writing.

Pedagogically, this study is giving contribution in term of educational world to use this method in improving students' writing in direct corrective feedback. Teacher should use this method correctly to guide the students to correct their mistakes and improving their writing. As for the students, they can know where mistakes are located and by using direct corrective feedback, it can helps them in reducing their mistakes in writing.

F. Definition of Key Terms

For the purpose of this study, the terms to be defined are listed as the following:

1. This study defines about L2 writing improvement which is important for every student who deepens English knowledge. Every student has their own level from beginner, intermediate, and advanced based on their knowledge that they get in their environment or the community. Students can express their feeling in the form of writing. Students who have very low knowledge about writing, will get helped from this method because it is guided from the very beginning until the last step by using direct corrective feedback which teacher shows where the

⁴ArezooAshori and Mohammad Khatib, "The Efficiency of Various Kinds of Error Feedback on Improving Writing Accuracy of EFL Learners", *Bellaterra Journal of Teaching & Learning Language & Literature*, Vol. 7(3), 2014, p. 32.

mistakes located and students revise it until there are no more mistakes on writing.

2. This study defines direct corrective feedback as a strategy of providing feedback to students to help them correct their errors by providing the correct linguistic form. Direct feedback is given to the students by looking at their errors in their writing and then teacher will correct it exactly. It can make students understand their errors and help improve their writing skill.

