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CHAPTER I

INTRODUCTION

In this chapter there are six elements going to discuss. They are background of the study, research question, objective of the study, scope of the study, significance of the study, and definition of key terms.

A. Background of the Study

Each people always need a process of writing to make a good writing. However, for some people it needs a long time and not easy to make a good writing because they have different ability in writing. Besides, correcting has been a professional duty that many language teachers excel in and that most language students expect. [1]In the process of writing, the teacher can give the corrective feedback to the student to increase students' acquire the target aspect language. Corrective feedback is a clue from teacher to the students writing that the language to the target or compose a sentence is incorrect. It refers to as corrected information that is given to the students by others who have higher proficiency in that aspect.[2]From corrective feedback, the student will know their mistake and the student can correct the mistake by instruction from the teacher.

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[1]Amir Hossein Farjadnasab and Mohammad Reza Khodashenas, *"The Effect of Written Corrective Feedback on EFL Students' Writing Accuracy",* International Journal of Research in English, 2017. p.30

[2]Julia Simphony and Nattapong Chanyoo.*"A Comparison of Corrective Feedback Used in International and EFL Context"* .Journal of Language Teaching and Research.Vol. 12 (1), 2012, p 8.

There are many recent previous studies that discussed about variation of teacher feedback such as Talatifard, the study of Islamic Azad University in Iran showed that the participants in indirect corrective feedback significantly outperformed those in control and direct groups in narrative writing.[3]Then, Thao and Duy, the result of the study showed that the students had a positive attitude towards teachers' corrective feedback. Besides, with the analyzed data, correction with comments and teacher correction was considered as the most useful strategy when giving feedback in the learners' performance.[4] Next,in Indonesia there are Septiana, Sulistyo and Kadarisman,their participant were students' fourth-semester of English Department at a state university in Malang. The result of their study showed that there was significant difference in writing accuracy between those given indirect and direct corrective feedback onstudents' fourth-semester of English Department at a state university in Malang However, indirect corrective feedback improved students' writing accuracy better than direct corrective feedback. [5]

In L2 writing, there are two common forms of corrective feedback used by teachers. They are direct and indirect corrective feedback. Direct Corrective Feedback is a detailed correction in the form of linguistic, organization and content of writing.The teacher gives the correct form to the students, and it is desirable for low-level-of proficiency students who are unable to self-correct and do not know

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[3]Saeede Talatifard. *"The Effect of Reactive Focused Corrective Feedback on Iranian EFL Learners' Writing Performance",* Journal of Advances in English Language Teaching Vol. 4 No. 3, 2016, p. 4.

[4]Nguyen Thi Thanh Thao, Le Hai Duy. *"Teachers' Corrective Feedback on English Students' Writing",* Journal of Development Research Vol. 1No. 1, 2017, p. 177.

[5]Ayu Rizki Septiana, Gunad Harry Sulistyo, A. Effendi Kadarisman. *"Corrective Feedback and Writing Accuracy of Students a Cross Different Levels of Grammatic   al Sensitivity"*, Journal of Applied Linguistics Vol. 6 No. 1, 2016, p. 6

what the correct form might be.[6] Indirect corrective feedback involves indicating that the students have made an error without actually correcting it. It can be done by underlining the error, using a code or cursors to show omissions in the student's text.[7] However, in this paper, the researcher focuses on indirect feedback, because the researcher believes that indirect feedback is one of positive support that can be given by an English teacher to their students in order to improve students' writing and minimize their error. In students' writing, the researcher identified the generic structure of the story and the language features such us specific characters, tenses, time conjunction, adverb time, action verb and direct speech.

B. Scope of the Study

This study focuses on students' improvement through corrective feedback. This study will be conducted at the first grade of SMK Negeri 1 Kendari. The type of writing is concerned on narrative text. The topic will be appropriate by textbook in the school. Concerning of indirect feedback is on generic structure (orientation, complication, sequence of event, reorientation and coda) and language features (specific character, past tense, adverb of time, time conjunction, action verb and direct speech).

C. Research Question

The problem of this study can be formulated as follow: "What extent teacher corrective feedback can improve students' writing skill at first grade in SMKN 1 Kendari?"

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[6] Elham Eslami. *"The Effects of Direct and Indirect Corrective Feedback Techniques on EFL Students' Writing"*, Social and Behavioral Sciences 98, 2014. p. 446.
[7] Rod Ellis. *"A Typology of Written Corrective Feedback Types"*, ELT Journal Vol 63, 2009, p. 100

D. Objective of the Study

Based on the research question, the objective of the study is to find out to what extent of teacher corrective feedback can improve students' writing skill of grade X in SMKN 1 Kendari.

E. Significant of the Study

In this study, the writer has significant in some areas as follows:

1. The students of SMKN 1 Kendari

This study provides the students with a useful experience about the type of feedback in their writing to improve their writing skill. They receive the correct form of the mistakes in their writing which they never receive before. Thus, the teacher's feedback improves the students' writing skill.

2. The English teacher of SMKN 1 Kendari

This study provides some information and also a model in implementing the teacher's feedback which is used to correct the students' writing in the writing learning process. Thus, this study can be used as a reference or guidance to implement the teacher's feedback in the writing learning process.

3. Other researchers

This study provides some information about the process of teaching writing to the students in grade X in the social programs. Thus, the result of this study can be used as a reference or an inspiration to conduct a similar study in a different field.

F. Definition of Key Terms

1. Writing

Writing skill is very important to be learned by learners, because based on their study if the learners can master writing skill, they can produce and organize their ideas through their writing.[8]

2. Written Corrective Feedback

Written Corrective Feedback (WCF) is known as error or grammar correction to students' text from instructors plays a key role in helping them improve written accuracy so that they can move smoothly to a higher language level. [9]

3. Indirect Feedback

Indirect feedback refers to indirect correction technique that is the teacher alert students to error by using general comment. The teacher indicates that an error has been made but leaves it to the student writer to solve the problem and correct the error. It can lead students to fix error themselves. In this case, the researcher uses some codes to indicate the error in students' work.[10]

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[8]Jack C, Richards and Willy A, Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), Page. 304.
[9]Ning Fan and Yingying Ma, *"The Role of Written Corrective Feedback in Second Language Writing Practice"*, Theory and Practice in Language Studies, Vol. 8, No. 12, 2018. p.1629
[10]Dana R, Ferris, *Treatment of Error; In Second Language Student Writing* (California: The University of Michigan Press, 2011, p. 32