

CHAPTER I

INTRODUCTION

1.1 Research Background

As an international language, English is important in many substantial aspects of human life. English has become a *lingua franca* of communication among other countries and is required to participate in world associations. English is categorized as a foreign language in Indonesia and is included in the learning curriculum at school, especially in junior high school and senior high school. It is taught so that Indonesian students can compete and socialize in the global world. Therefore, Indonesian students are expected to master four skills in English, including writing skills. Writing is categorized as a productive skill along with speaking. According to Suarman (2013), writing is the latest skill to be taught, and it is preceded by teaching reading, listening, and speaking skills. Moreover, he claimed that writing is the most difficult skill students should master. Even more, Indonesian students do not use English as their daily communication language but must be able to write in English, at least for their writing tasks. Certainly, this is quite difficult for the teacher to help the students master this skill. Appropriate strategy, method, and feedback given by the teacher are indispensable and must make it easier for the students to master this skill. Based on Kellogg and Raulerson (2007), one of the aspects that can have a significant impact on students' writing skills is providing timely and useful

feedback. Therefore, providing teacher feedback is a crucial matter to have a very significant effect on students' writing skills.

Feedback is generally defined as advice, suggestion, or information about how good or useful something or someone's work is (www.oxfordlearnersdictionaries.com). In the teaching writing aspect, feedback is defined as an important element that contains the readers' input that is beneficial to help the writers revise their writing, (Keh, 1990, as cited in Rahman, 2017). Moreover, providing feedback significantly affects students' motivation to improve and produce good writing (Hamidun et al, 2012). From those statements, can be seen that giving feedback is important to help the writers, in this case is the students, recognize the mistakes and errors in their writing. According to Gauscha et al. (2013), the most common feedback provided to the students is teachers' feedback. Technically, the feedback provided by the teacher is more complex and it is considered as the most effective and reliable for the students instead of other types of feedback such as peer feedback (Gielen et al., 2010). Moreover, he also stated that the teacher's expert status impacts the quality of the feedback provided because the teachers have expertise in grading similar assignments based on their experience and can give them insight into different ways to complete assignments and the difficulties students face. There are some types of feedback teachers may use, and direct corrective feedback is one of them.

Direct corrective feedback stressed on the teacher's role in pointing out students' errors in their writing (Husniah et al., 2018). According to Ferrish (2003) in Bitchener and Knoch (2009), direct corrective feedback is an action

in correcting students' writing assignments refers to the linguistics errors. Direct corrective feedback emphasizes teachers' role in highlighting spelling, grammatical structure, or grammar errors in students' writing assignments. Then the teacher would immediately write the correct answer for the marked error. Through this type of feedback, students gain benefit because they can know the mistakes they made in their writing and how to correct them. Direct corrective feedback provides a real picture of the feedback that students want. According to Ferrish and Robberts (2001) as cited in Arifin et al. (2018), there are four reasons why direct corrective feedback is suggested to apply in the teaching writing process. First, it can minimize the possibility of students' confusion in understanding or remembering the feedback given by the teacher, for example in providing error code type feedback. Second, direct corrective feedback provides information about students' writing errors and the proper way of writing, so it would help them to revise it. Third, provide more clear feedback through direct feedback on students' writing. Last, feedback is more quickly understood and corrected by students. Furthermore, direct corrective feedback is more recommended than indirect corrective feedback for students with low-level ability in writing (Ferris and Roberts, 2011 Husniah et al., 2018).

Based on several previous studies, direct corrective feedback has been proven to be an effective type of feedback since it offers a significant positive impact on students' writing skills. The study conducted by Arifin, Zaim, and Ningsih (2018) under the title "The Effect of Direct Corrective Feedback on Students' Writing of Recount Text" conducted a study to compare the

effectiveness of direct corrective feedback and indirect teacher feedback on students' writing in the ten grade at MAN 3 Payakumbuh. The result of the study discovered that giving direct corrective feedback on students' writing positively impacts students' writing scores more positively than those who receive indirect corrective feedback. Moreover, it found that students more enjoy the learning process since the feedback provided makes it easier for them to understand the mistakes or errors in their writing and easily correct them. In addition, the research also found that direct corrective feedback helps the students bring down their confusion since the correction provided directly on their writing tasks.

Similarly, Hosseiny (2014) discovered that direct corrective feedback significantly students' writing improvement. This result was discovered in a study entitled "The Role of Direct and Indirect Written Corrective Feedback in Improving Iranian EFL Students' Writing Skill" conducted in Ardabil. The sample of the study was sixty pre-intermediate students in Iranians institute. The researcher found a significant difference between the students in the experiment group who were provided by direct corrective feedback and those in the control group who were not provided by any feedback. Furthermore, a study conducted by Farrokhi and Sattapour (2012) entitle "The Effects of Direct Written Corrective Feedback on Improvement of Grammatical Accuracy of High- proficient L2 Learners" also discover similar findings. The study result found that the experimental group students were better at using English articles.

From the previous studies, it can be observed that direct corrective feedback is effective since it gives a positive significant impact on students' writing skills in different grades and countries, but there are no studies investigating its effectiveness in the seventh grade where the students learn English for the first time. According to the Indonesian Ministry of Education's rule number 67 year 2013 (Permendikbud nomor 67 tahun 2013) English is no longer a compulsory subject in Elementary School. Based on observation at SMP Negeri 3 Selat as one of the junior high schools in Karangasem regency, the students also convey that they learn English formally for the first time in the seventh grade since most of elementary school in Selat district did not teach English for their students. However in seventh grade of Junior High School syllabus used at SMP Negeri 3 Selat, English is a compulsory subject and based on the Basic Competency 3.4, students are expected to be able to write a short paragraph in English about descriptive text. Certainly, this is not an easy task for the teacher at SMP Negeri 3 Selat to help the students master this skill and the students also face difficulty in completing their tasks, especially in writing. Furthermore, there are two additional reasons why this present study was held at SMP Negeri 3 Selat. First, the seventh grade students at SMP Negeri 3 Selat have a high learning enthusiasm and open to feedback. This is in accordance with the purpose of this present study to investigate the effectiveness of feedback. Second, SMP Negeri 3 Selat is located in a remote area while most of the previous studies were held in urban areas. On the other side, research on the effectiveness of Direct Corrective Feedback also required to examine in remote areas. Therefore, this study intends to investigate the effectiveness of

direct corrective feedback on students who learn English formally for the first time and the seventh grade students in SMP Negeri Selat were chosen as the subject of this study.

1.2 Problem Identifications

In teaching writing, feedback is defined as an important note that contains the readers' input which aims to help the writers revise their writing, (Keh, 1990, as cited in Rahman, 2017). Therefore specific feedback such as direct corrective feedback is effective since it gives a positive significant impact on students' writing skills because they can realize the mistakes and errors in their writing. Several studies have discovered the impact of direct corrective feedback toward students' writing skills in different grades and countries, however there is no study investigating the effectiveness of it in the seventh grade where the students learn English formally for the first time. Moreover based on the pre-observation at SMP Negeri 3 Selat, the students in the seventh grade did not get English lessons formally in elementary school. This situation makes the students face difficulties to complete their tasks, especially writing tasks. Furthermore, the seventh grade students at SMP Negeri 3 Selat have a high learning enthusiasm and open to feedback that accordance with the purpose of this present study to investigate the effectiveness of feedback. Furthermore, research is required to see whether the effectiveness of Direct Corrective Feedback also affects students who are not in urban areas or not. Therefore, this study intends to investigate the effectiveness of direct corrective feedback on the students who learn English formally for the first time in the seventh grade students in SMP Negeri 3 Selat.

1.3 Limitation of the Problem

The present study was focused on the application of direct corrective feedback on students' writing. This research was conducted at SMP Negeri 3 Selat as one of the junior high school in Karangasem regency. The samples of this study were two classes of seventh grade students with 32 students in the class. Two classes of seventh grade students were chosen because in this grade students learn English for the first time and based on the writer's observation, giving feedback is very important in this case. In this study, the researcher would ask the students in the experimental group to revise their writing tasks after the feedback is provided. Therefore, two classes of seventh grade students in SMP Negeri 3 Selat were chosen as the subject in this study.

1.4 Research Question

1. Is there any significant effect of providing Direct Corrective Feedback on the seventh grade students' writing skills at SMP Negeri 3 Selat?

1.5 Research Objective

1. To investigate the effects of providing Direct Corrective Feedback on the seventh grade students' writing skills at SMP Negeri 3 Selat.

1.6 Research Significance

1.6.1 Theoretical Significance

This study gives information about the effectiveness of providing Direct Corrective Feedback on the seventh grade students' writing skills at SMP Negeri 3 Selat.

1.6.2 Practical Significance

a. For Teachers

The result of this study would contribute to teachers' understanding on the influence of direct corrective feedback toward the writing skill of the seventh grade.

b. For Students

The result of this study helps the students recognize mistakes and errors in their writing through the feedback provided by the teachers. It gives a positive significant impact on the students' writing skills.

c. For Other Researcher

Other researchers who are interested in examining the impact of direct corrective feedback on seventh-graders' writing abilities might use the study's findings as references.

