# CHAPTER I

# INTRODUCTION

## 1.1 Background of the Study

The discipline of English as a Foreign Language (EFL) training places a significant amount of emphasis on the development of a wide range of language skills, particularly the ability to write effectively. Writing is a crucial ability in language acquisition since it enables learners to actively produce language use through written expression. One of the essential abilities that EFL students should acquire is the ability to articulate their thoughts accurately and achieve reader understanding of their written work. Writing abilities remain a persistent challenge for many EFL students. As per the findings of Adnan and Najogi (2019), it is challenging to refute the presence of writing deficiencies among students, including issues related to vocabulary, punctuation, and structure. Consequently, educators must motivate and challenge pupils to enhance their writing abilities by regularly reviewing their drafts. (2018, Tehran).

Writing is defined by Brown (2001) as a form of written communication that includes the formation of ideas, the organizing of those ideas in a logical manner, the utilization of discourse markers and rhetorical principles in order to bring them together in a cohesive manner, the clarification of meaning, the alteration of grammar, and the production of the final result. Within the educational setting, it is imperative that the teacher refrains from exerting excessive control over the classroom and instead motivates to engage in the process of

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teaching and learning. Student-centered and cooperative learning should be the guiding methodology. The instructors should possess the ability to design the classroom in a manner that allows students to work together with their classmates to independently tackle difficulties encountered during the pedagogical process.

Richard and Renandya (2002) delineated four distinct phases of the writing process: planning, drafting, revising, and editing. Within the framework of writing editing or re-drafting, it assumes the role of a focal point for students' exploration, as it is a crucial stage that determines the ability of the written work prior to its final outcome. Corrective feedback is a pedagogical approach used by students to enhance development. When students use incorrect target language, teachers offer corrective comments. Ellis (2009, p.16) defines corrective feedback as a complex phenomena. The intricacy of this challenge is evident in the disputes that revolve around matters such as the decision to rectify, the type of the correction, the timing of the correction, and the technique of correction are all important considerations. CF stands for corrective feedback is a prevalent and widely used method in the field of education, whereby a student receives remarks from a teacher or peer regarding any completed activity. In this scenario, the respective peer offers accurate responses, a methodical approach to writing, linguistic characteristics, and a general framework for writing in response to their own errors.

My memory at Gajah Mada Medan school is going to the zoo. On January 16, my friends and I went to the zoo in Siantar. There we walked around and saw various animals. I split up with my friends, Zylia, Debora and Julia. We split up from the others and went around the zoo while taking pictures of the animals there. There was many animals there.
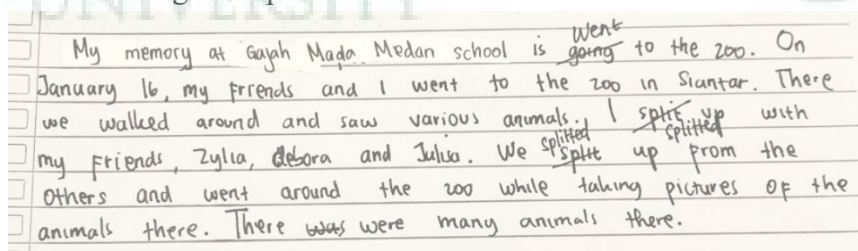
Figure 1.1. Student's Task in Recount Text

Referring to the initial observation conducted on the students of Gajah Mada Junior High School. Gajah Mada Junior High School students encounter several challenges. Collaboration among students enhances their comprehension of the subject presented by the teacher and improves their performance on assignments. This case arose due to the teacher's corrections during the learning process, which revealed the pupils' apprehension in presenting their opinions. Yet, several pupils disregard the corrections depicted in the image above. The pupils disregard the linguistic characteristics of recall material when it should be written in the past tense, and they continue to overlook the fulfillment of verbs in a different tense. Therefore, this challenge could potentially affect students' grasp of the content if they consistently hold the belief that they are incorrect and hence persist in making the same errors in subsequent tasks.

Moreover, numerous scholars have also emphasized the importance of this work. For instance, a research conducted by Madya et al (2021) indicates that the study enhances the understanding of grammatical terminology among EFL students in relation to the feedback they receive. Furthermore, Fatoni (2018) stated that the study facilitates the enhancement of students' writing skills in terms of vocabulary, grammar, and language use. This improvement is contingent upon the lecturer's implementation of a structured and training approach to correct their peers' works.

The national curriculum implemented at Gajah Mada Junior High School is K13, which stands for Kurikulum 13 issued in 2013/2014. It is required that both functional and essay texts meet the necessary criteria in terms of generic structure, features, linguistic aspects, and kind of text in order to achieve standard proficiency

in communicating written material. The teacher has the freedom to use certain suitable strategies or methodologies to enhance the writing abilities of the pupil. Thus, considering the aforementioned issue, it is imperative to carry out study on the operation of peer corrective feedback.

The process of correcting written corrective feedback entails a systematic approach that peers can adhere to in order to guarantee uniformity and accuracy. To provide written corrected criticism, students should read the full piece of writing without identifying any faults. Next, pinpoint and annotate any mistakes in the text. Specify distinct symbols or colors to indicate various categories of faults while marking them. Errors can be classified into typical categories including grammar (e.g., verb tense, subject-verb agreement), spelling, punctuation, word choice, sentence structure, content, and organization. Utilise a composite of textual corrective feedback, including direct, indirect, metalinguistic, focused and unfocused, electronic, and reformulative forms, to identify the various types.

Through written or spoken means, professors, lecturers, peers, and publications can provide students with both corrective and constructive critique. Teachers conduct verbal feedback sessions with pupils, which involve reformulating, correcting, repeating, clarifying, and commenting on their errors. Teachers in writing programs usually offer written feedback that includes identifying underlying problems, rectifying them, rephrasing them, and offering metalinguistic assistance (Ellis, 2009). Meanwhile, several educators or instructors offer both oral and written feedback in a single instance to ensure that the correction is readily apparent and comprehensible for the pupils, therefore enabling them to minimize

their e\rrors. Feedback that is effective is characterised by its focus, clarity, applicability, and encouragement (Lindemann, 2001).

Therefore, the researcher undertook a study to ascertain the specific types of written peer corrective feedback employed by students in junior high school. Given that recount text is taught in junior high school, the researcher selected students' composition of recount text as data. Due to the unique learning styles of each student, there can exist differing viewpoints on writing. As part of the implementation of Basic Competence 3.11. and 4.11. in Curriculum 2013, the teacher instructed the students to produce recount texts that focus on Personal, Factual, and Imaginative perspectives. In order to ensure a comprehensive understanding of the recount material, the teacher instructed pupils to offer written peer feedback. Hence, the researcher aimed to uncover the precise varieties of written peer corrective feedback employed by the pupils, together with the rationale behind their choice of particular types.

## 1.2  Problem of the Study

Considering the context of the study, the research focuses on peer corrective comments on recount text. The research problems are formulated as follows:

1. What are the types of peer-written corrective feedback that used by English as a Foreign Language (EFL) students?

2. How do the students implement the types of peer written corrective feedback?

**1.3  Objectives of the Study**

The primary objective of this study is to analyse peer corrective feedback. Specific objectives include:

1.  To determines the types of peer written corrective feedback that used by the EFL students.
2.  To discover the reason of the implementation of the types of peer written corrective feedback.

**1.4  Scope of the Study**

This research will specifically examine the experiences of 8th grade students at Gajah Mada Junior High School, who are engaged in English as a Foreign Language (EFL) learning, in relation to peer written corrective feedback within the framework of recount text writing. The analysis will investigate various categories and manifestations of peer-written corrective comments submitted. The scope of the study will encompass the implementation of various forms of peer written corrective feedback, as well as an analysis of the specific difficulties encountered by students and the advantages obtained by integrating peer written corrective feedback into the writing process.

**1.5  Significance of the Study**

There are two significances of this research; they are theoretical and practical significance. The explanation is as follows:

A) Theoretical significance

The outcomes of the current study aim to offer some substantiation for writing training. More precisely, the results of the present study are anticipated to contribute to and improve previous research on writing abilities, namely on the important types of peer corrective feedback in written format. A comprehensive grasp of the peer corrective feedback process in recount text writing enables educators to enhance their instructional methods, offer targeted assistance to students, and establish a cooperative learning atmosphere. Furthermore, the results are anticipated to function as a point of reference for future scholars undertaking comparable research.

B) Practical significance

Aside from the theoretical usefulness, the specific objectives were useful, particularly for the following individuals.

1. For students

Students can improve their writing abilities by offering constructive feedback, therefore accelerating their writing process and enhancing its efficiency and effectiveness. In addition, it can enhance their lexicon, prior knowledge, and creative writing abilities. Students may encounter a distinct educational setting that can motivate them to engage in writing and derive knowledge from their blunders, resulting in a decrease in the frequency of errors compared to previous times.

2.  For teachers

This research aims to support English as a Foreign Language (EFL) instructors in creating efficient writing strategies and approaches to improve the performance of both students and teachers. The instructor has the ability to choose the most effective method for conducting writing lessons. The motivation of students to construct prior knowledge and actively participate in the learning process can be facilitated by teachers. Moreover, the findings of the study can guide the creation of curriculum, teacher training programs, and educational policies that target the enhancement of writing abilities in the framework of English as a Foreign Language (EFL).