

CHAPTER I

INTRODUCTION

A. The Background of the Study

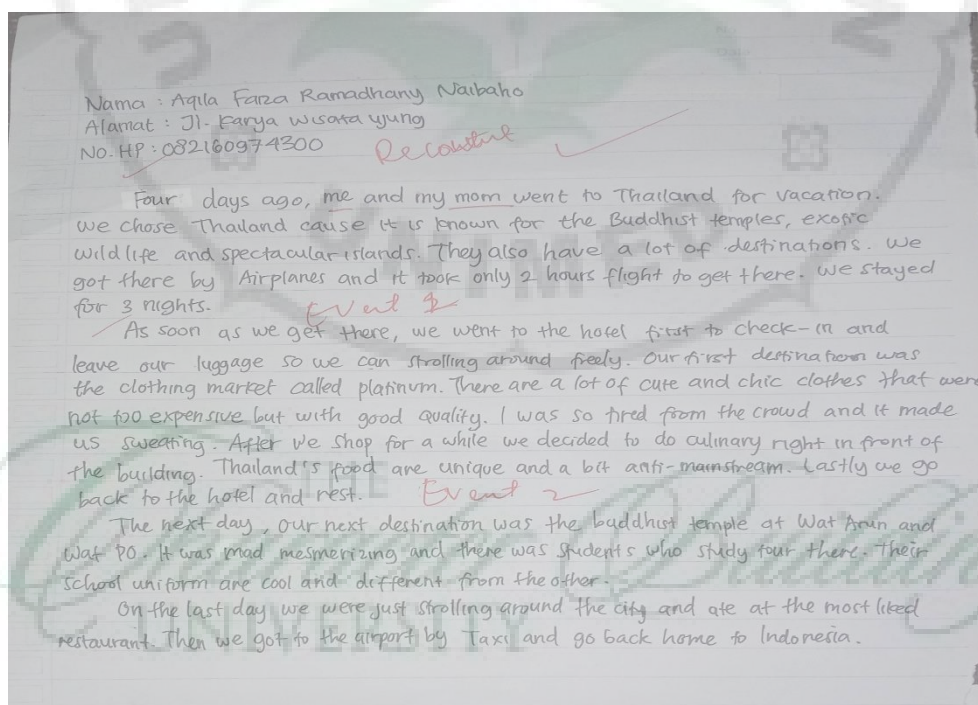
Writing is one of the important skills in the English language in which writing conveys messages through writing. Students find it difficult in choosing the right words or sentences. Richards and Renandya (2002:303) also state that writing is the most difficult skill for second language and foreign language students because in this skill, students have to express their ideas, opinions, feelings, and emotions in written form. In order to create good and interesting writing, they have to transfer their ideas correctly and naturally.

This is in line with the research of Mustafa, et al. (2022), who found that students of English as a foreign or second language have difficulties in mastering writing skills in English. These students faced many challenges in terms of well-organized paragraphs, coherent ideas, complex, and intricate structures, and correct use of grammar. In writing, corrective feedback has a good role to play in improving writing skills.

As the recent curriculum, the freedom curriculum (Kurikulum Merdeka), there are several types of texts, such as narratives, descriptions, procedures, special texts (short messages, advertisements), and authentic texts, to become the main reference in learning English in this phase. One of the texts students must learn is the Recount text.

A recount text is a type of narrative text that is meant to entertain the reader by recounting a series of related events. More specifically, a recount text can be defined as a sequential piece of writing that simply chronicles a consecutive series of events without much additional context or analysis. The main purpose of a recount text is to inform others about something that happened by retelling the events in the order in which they occurred.

Based on the preliminary data, there were some errors in grammatical and organization of events. For grammatical errors, it was seen with pronouns like "me" and "my mom", indicating incorrect pronoun usage. However, for errors in the organization of events, like "Event 1", "Event 2". Here was the data:



From the data above, it can be concluded that the teacher gave two types of corrective feedback, namely direct and indirect. For errors in the organization of events, such as incorrectly sequencing events, the teacher provided direct feedback

by writing comments labelling each paragraph. However, for grammar errors like incorrect pronoun usage, the teacher used indirect feedback by simply underlining the errors without providing the corrections. the direct and indirect feedback.

With regard to the importance of writing, teachers as those who have a greater role in student success should guide their students to become good writers. Because it is impossible to succeed without encountering obstacles, students will also experience difficulties in writing because they make mistakes and errors before they are proficient. It is not uncommon for learners of English as a Foreign Language to make mistakes and errors in writing. Errors and mistakes can be supportive feedback because through them, both teachers and students can understand the quantity and quality of errors and mistakes they are aware of. Teachers should evaluate and provide feedback on students' written work to improve their writing skills.

Harmer (2001) considers that feedback is a response to students' work rather than assessing or evaluating what they have done. According to Harmer (2001), the essence of feedback can be comments on how the text appears to the teacher, how successful the teacher thinks the students' work is, and how they can improve it. Giving feedback to students on their writing is an important skill, but it is rarely taught. Feedback plays an important role in promoting writing proficiency among second language learners (Hyland & Hyland 2006). It can be concluded, therefore, that feedback is considered as a means to boost learners' motivation and ensure the accuracy of their language.

Agbayahoun (2016) states that responding to students' writing is an important component of the writing teaching process. Similarly, students' access to teacher feedback and its effective use is an important aspect of communication. It is part of the overall dialog of teacher-student, student-student, and teacher-teacher interaction. In this era, more and more challenges and changes will be faced by teachers and students. Riwayatningsih (2015) explains that writing as a process means that teachers focus more attention on the writing process which consists of several stages, namely prewriting drafting, revising, and editing.

Furthermore, Raihany (2014) also emphasizes the importance of providing feedback on students' writing. Feedback is important in EFL writing courses as it helps students strengthen their compositions. Teachers need to give constructive feedback that not only points out issues, but teaches students how to self-critique. Good writing often requires multiple drafts and edits. Therefore, teachers must communicate well with students about their writing. The way teachers respond influences how students will perform in the future. Providing the right feedback encourages students to apply suggestions and write even better on subsequent assignments. Overall, feedback from teachers plays a key role in advancing students' writing abilities over time through revisions and a critical thinking process.

Therefore, feedback is necessary in relation to reflection and personal improvement. Efficient and useful feedback is given in an effective way in order to fulfill the purpose of the feedback given. In high school, students learn a variety

of functional texts, such as description, recount, narrative, procedural, and report. These types of texts introduce students to the social function, generic structure of each text, and language.

There are several previous studies have found both direct and indirect feedback can significantly improve student writing. It was also found in a study conducted by Rahimi and Asadi in 2014 showed that both direct and indirect feedback groups experienced significant improvement in revising their writing. Students who received indirect feedback also wrote their essays more accurately over time. In addition, another study by Salimi and Ahmadpour in 2015 showed that both direct and indirect feedback had similar short-term effects in improving students' accuracy. However, direct feedback had a greater long-term impact than indirect feedback. The other study by Fhaeizdhyall in 2020 found that indirect feedback is more effective for improving grammatical and non-grammatical structures, while direct feedback is more effective for improving non-grammatical forms.

In this study, the researcher focused on SMA N 1 Medan as the place to conduct this research. The preliminary observations at SMA N 1 Medan found that the teacher used a combination of direct and indirect forms of corrective feedback in teaching of recount text writing for tenth grade students. Due to this, the objectives of this research were to further explore the types of corrective feedback given as well and how each type is realized in practice. Data collection involved class observations to identify the different feedback approaches. Interviews with the teacher provided insight into how they incorporated various

techniques into their teaching. Student interviews offered perspectives on how the feedback methods were implemented. Through these methods, the study sought to gain a deeper understanding of the nature and implementation of corrective feedback employed to enhance students' recount composition abilities.

B. The Problems of the Study

Based on the explanation above, the problems of this study are formulated as the following:

1. What types of teacher's corrective feedback are given by the teacher in teaching writing recount text?
2. How are the corrective feedback realized in teaching writing recount text?

C. The Objectives of the Study

The objectives of the study are:

1. To identify the types of corrective feedback used by the teacher in teaching writing recount text.
2. To describe how the implementation of the corrective feedback applied by the teacher in teaching writing recount text.

D. The Scope of the Study

This research will focus on analyzing the types and implementation of corrective feedback used by the teacher in teaching writing of recount text to 10th grade students at SMA N 1 Medan. It will specifically look at corrective feedback categories based on theories by Ellis (2009).

E. The Significances of the Study

This research aims to contribute new insights into feedback strategies for teaching writing. Both theoretically and practically, the findings have the potential to benefit English teachers and students.

a. Theoretically

Theoretically, the results of this study are useful:

- 1) The analysis of different feedback types and methods used by teachers when reviewing student recount texts will add to the body of knowledge in this area/field of feedback strategies in L2 writing instruction. A deeper understanding of effective feedback approaches may help enhance language teaching and learning.

b. Practically

Practically, the findings of this study are useful:

- 1) For teachers, this study is expected to help teachers to overcome the obstacles that occur in the writing classroom and also to develop students' writing skills. It is expected that after this study, teachers can use teacher feedback as one of the teaching techniques in teaching writing to reduce students' errors in writing.
- 2) For students, it may benefit from teachers implementing feedback approaches found to be most effective. Adopting validated techniques could help improve student writing ability and performance.
- 3) For other researchers, the study generates meaningful quantitative/qualitative feedback data.