

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing becomes more important in globalization era. It is proven from the situation when writing helps people in communication. The people's ideas that they have can be shared to others by expressing them into a writing. People from other countries still can read their ideas even though they live in different countries. It is important to create an effective writing class in English teaching and learning to improve student's writing. It is in line with Murray's statement that says all academics with good first degrees and higher degrees will have developed the ability to write for scholarly publication (Murray, Thow, Moore, & Murphy, 2008). The way how the teacher creates the class atmosphere in writing will influence the students' writing skills. One of the factor that influences the process of teaching and learning writing is the feedback toward students' writing provided by the teachers.

Writing skills are taught in school has a goal that students are able to write well and to stimulate learners to think creatively. It aims to delivers writer's idea to the readers. In teaching writing, students sometimes make errors in writing that lead the readers to confusion to understand what the composition actually means. The reason is due to lack of linguistic competence (using grammar and vocabularies) and not understanding the generic structure and language features. A common problem of English teachers at Senior High School Level is that some students cannot write accurately although they have studied English for many

years. Therefore, the educators contribute to guide the students and have a prominent role to figure out how to improve students ability. This study shows how Computer-Mediated Corrective Feedback can be implemented or applied and is also very suitable for teaching writing for senior high school to improve students writing ability.

The researcher also considers that utilizing technology is the effective way in education because of the digital demand nowadays. This strategy becomes developed way to correct the students' errors in writing using computer software. There are some tools in Microsoft Word software that can be used to point out writing errors, such as shown in the figure below.

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MOUSE DEER AND CROCODILE

- One day , mouse deer went down to the river to take a drink .But he know_{v2} that the crocodile might be waiting underwater to eat him, so he said out loud . " I wonder if the water's warm . I'll put in my leg and find out ." Of course mouse deer didn't put in his leg . He picked up a stick instead and put_{??} deer laughing_{v2} "Ha ...ha ...ha.. Stupid crocodile ! Cant you tell the difference between a stick and a leg ?" then mouse deer ran off to drink wherever_{??}
- In_{ww} the next day , mouse deer wanted to croos_{ws} the river . He wanted to eat the fruits on the other side of the river. He saw a floating log in the river . He knew that crocodile looked like a log when he floated . Mouse deer didn't want to be eaten by crocodile when he croos_{ws} the river . He having_{v2} idea .He called out loud, "Crocodile!" Crocodile rose from the water, "Hello , Mouse deer . Have you come to be my lunch ?" Mouse deer smiled ."Sorry , not today , crocodile . I have orders from the king . He wants to invite all the crocodiles in this river to a party. He wants me to count so he could prepare enough meal for you .
- "Really? Tell us what to do , " said crocodile ." you must line up from this side of the river to the ohter_{ws} side , " said Mouse deer . Crocodile then got all his friend and family . They lined up across the river. Mouse deer then jumped onto crocodile 's back . " One , "he counted.He jumped onto the next crocodile , "Two." And the next crocodile , "Theree_{ws} " " Mouse deer kept jumping until he arrived on the other side of the river . "How much_{ww} are there ?_p " asked crocodile ."Just enough , "Said Mouse deer . He laughed as he ran to the forest. ↑

Figure1.1 Preliminary Data Observation

Based on my data observation, held on the 28th October 2019 Grade X students in SMK Tunas Karya Batang Kuis still face difficulty in their writing. It can be seen from the figure above the corrective feedback via computer which is given by the English teacher namely Endang Sugiyanti Susilo, S.Pd. does not show student's error clearly. The teacher's feedback is still vague because it only uses codes and tool. It needs further explanation, such as giving comment or notes to make the error more specific.

In the figure, it shows that the teacher correct errors indirectly using underline tool with codes such as WS (Wrong Spelling) eg. croos: cross, ohter: other or WW (Wrong Word) eg. many: much. Circling tool is used for tenses error eg. know: knew, laughing: laughed. Highlight tool is used for punctuation eg. ?, etc, and vocabulary eg. put: make, wherever: somewhere. In my opinion, the correction tools used is common and not efficient enough.

In order to make students' writing better, the educators require specific strategy as computer-mediated corrective feedback to give more effort and to correct the errors more clearly. This strategy becomes effective way to correct the students' errors in writing by the supportive feedback. In this research, the researcher focuses on written feedback by utilizing computer technology to correct the students' errors to enhance students potential in writng of Senior High School level. Narrative text is chosen as the type of text used in this research because narrative texy type is one of the learning competence in Grade X according to the syllabus of Curriculum 2013.

A comparative study between conventional and computer-mediated feedback was conducted by Althoubiti (2019). The study found that teaching writing using pen-and-paper corrective feedback to be very exhausting and to take extensive time and effort. Furthermore, the findings showed that these teachers found that their students struggled to read their handwriting, which could prevent students from benefitting from their teachers' comments. The study also found that conventional corrective feedback slowed communication between teachers and students, resulting in corrections and feedback taking a long time.

In fact, it can be concluded that receiving or giving corrective feedback on one's writing through word processor tools namely; track changes and new comment, are important activities in the learning of a foreign language as it allows the learners time to focus on the form of their language production and since written language is more permanent than spoken. The statement above is in line with the previous studies done by Lyster & Ranta (1997), who introduced CMC Feedback strategy, Sauro (2009) and AbuSeileek (2014) who developed the CMC Feedback. Sauro and AbuSeileek's study had opposite findings (research gap) which in their study Sauro (2009) stated that there is not significant effect of feedback types on learners, On the other hand, AbuSeileek (2014) stated that the track changes typed has a significant effect compared with other types. The studies mentioned contributed in considering the types of CMC Feedback used by the researcher in this study.

Those are the reasons why the writer would like to conduct the research under the title "The Implementation of Computer-Mediated Corrective Feedback to Enhance Students' Writing Narrative Text Ability"

B. The Problems of the Study

Based on the background of the study, the problems are formulated as follows:

1. What Computer-Mediated Corrective Feedback types are used to enhance students' narrative writing ability?
2. How does the Computer-Mediated Corrective Feedback implementation helps students' to enhance their writing ability in narrative text?

C. The Objectives of the Study

Based on the problems of the study, the writer had some objectives as follows:

1. To find out what Computer-Mediated Corrective Feedback types are used to enhance students' narrative writing ability.
2. To investigate how Computer-Mediated Corrective Feedback implementation helps students' to enhance their writing ability in narrative text.

D. The Scope of the Study

This research focuses on how engaging in Computer-Mediated Corrective Feedback help enhance writing ability when the students of grade X Tourism students of SMK Swasta Tunas Karya Batang Kuis receive them as their learning strategy. The study would be limited in the types of the Computer-Mediated Corrective Feedback. Specifically, there are three types of CMC Feedback; Track Changes, Metalinguistics and Recast.

E. The Significances of the Study

This research was expected to be useful for theoretical and practical benefits.

1. Theoretical Perspectives

The writer hope that this research may be an example for other departments or other educational institution in which writing is considered as a critical skill. Computer-Mediated Corrective Feedback increases writing accuracy, especially in formal or academic writing.

2. Practical Perspectives

a. For the Teacher

The writer hope that this research will motivate English teachers to apply Computer-Mediated Corrective Feedback as a learning strategy on writing tasks. It will become easier for teacher in teaching writing and making students more engaged in writing.

b. For the Students

The writer hope that this research will be beneficial to students for their academic writing, they can get better understanding on their writing mistakes. It is also expected that students can develop their writing skills using the Computer-Mediated Corrective Feedback.

c. For the Researcher

The researcher can use the study as a reference or the relevant studies and also as a meaningful information on Computer-Mediated Corrective Feedback and to see the effectiveness on students' writing ability especially in narrative writing.

