

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

English is one of the most used and dominating languages in the world. In Indonesia, the government set the Curriculum 2013 as a set of rules that must apply applied in schools. English subject should be learned by the students in Junior High School and Senior High School. They should master four competencies in English topics, such as listening, speaking, reading, and writing. Based on the curriculum 2013, all skills in teaching and learning English should be understood and taught by both student and teacher, including writing skills. Writing helps the students master the other skills and of course, master English entirely.

Writing is one of the essential basic skills in teaching English. The authors go through a procedure to convey a message. Through writing, it may communicate their thoughts, opinions, statements, and so on. Students should master it to complete their skills in learning a language. Petty and Jensen (1980) state that writing is an activity that creates ideas or opinions in a composition by using writing convention: it is feelings conveyed in a written form. However, the students must be able to compose a text by the time they reach senior high school. Text serves as a functional linguistic unit when placed in its proper context. Halliday (2004) explained that text is not a group of words but as a semantic unit. We can see in this theory, every text that is written contains the meaning that the author will convey to the readers.

The teachers must evaluate and give feedback on their students' written work in order to enhance their writing abilities. To develop students' writing skills, the teachers must assess the students' work. The teacher must find out the appropriate feedback strategy for their students. Keh (1990) defines feedback is any information that readers give to authors that may be used for modification. Directions, recommendations, or requests may all be used as input for the data. Harmer (2001) considers that feedback responds to students' work rather than assessing or evaluating what they have done. He argues that the essence of feedback can be in the form of comments on how the texts appear to the teachers, how successful the teachers think about the students' work has been, and how they can improve it. Giving the feedback to the students on their writing is an essential skill, but it is seldom taught. Feedback plays an essential role in developing writing proficiency among second language learners (Hyland & Hyland, 2006; Magno & Amarles, 2011; and Alamis, 2010). From this theory, we know that feedback is considered a means of encouraging learners' motivation and ensuring their linguistic accuracy.

The students in MAN 1 Medan are challenging to write a text. Due to a variety of issues, the majority of the students can't arrange every sentence well because of many problems. It is supported by the researcher's observation in the second and third internship. Because the students' writing ability is low, many teachers judge the difficulties in writing because the students have complicated problems with vocabulary, grammar and motivation to write. This problem occurs because the teacher only looks at the aspect of students' weakness. At the same time, there is another crucial thing that causes this problem, namely the feedback

given by the teacher. The effectiveness of feedback is a fundamental issue to make students proficient in writing. Sometimes teachers become disappointed with students' results in writing. But, it is also true that providing feedback to the students affects their writing ability.

The researcher gained the preliminary data by interviewing the English teacher on December 7th 2020, at MAN 1 Medan. The data are the interview's results and the students' writing (See Appendix). The researcher interviewed an English teacher to get preliminary data about the feedback after writing recount text. It is the interview between Interviewer (I) and Teacher (T):

*I : Apakah mam memberikan feedback kepada siswa?  
(Do you (Ma'am) provide feedback to the students?)*

*T : Ya, saya memberikan feedback kepada siswa.  
(Yes, I give feedback to the students)*

*I : Bagaimana cara mam memberikan feedbacknya?  
(How do you (Ma'am) give the feedback?)*

*T : Biasanya tulisan mereka ditempel ke dinding, agar semua temannya bisa membaca. Dan saya menyuruh teman mereka untuk mengoreksi teks tersebut. Jadi semua bisa membaca tulisan temannya. Setelah itu, saya cek tulisan mereka untuk melihat isi, kosakata yang mereka gunakan, dan juga grammarnya.*

*(Usually, their writing is stuck on the wall so that all of their friends can read it. And I told their friends to check the text. So, everyone can read their friends' writing. After that, I check their writing to see the content, the vocabulary that they used, and also the grammar)*

Based on the interview results, the teacher only paid attention to the result of writing. The teacher asked the students to read their friends' writing, the

feedback was still peer-feedback between the students. The teacher has not provided proper feedback, because the teacher tends to give the feedback to students' text by providing the overall score of the text. Thus, the feedback given is not specific in assessing the errors in students' text. It causes the feedback given by the teachers cannot enhance the students' writing ability. It is supported by the researcher's preliminary data. The researcher observed the teaching and learning process in the classroom during the second and third internships. The researcher found the interaction between teacher and students and to identify the feedback between both teacher and students.

Responding to the problem, the researcher observes which one is the easiest strategy that can enhance the students' interest and ability in writing. Written feedback may be classified into six categories by Ellis (2007), namely direct feedback, indirect feedback, metalinguistic feedback, focused and unfocused feedback, electronic feedback, and reformulation feedback. After reading the definition and analyzing these feedbacks, the researcher intends to use direct and indirect feedback strategy to enhance the students' capacity to produce recount text. Direct and indirect feedback are the most common written feedback strategies used by the teachers to correct the students' written work mistakes. Because the teachers can use direct and indirect feedback strategy to respond, comment and correct grammatical errors specifically. The researcher considers that these two feedbacks are very influential in enhancing the students' writing skills.

In this study, the researcher integrates direct and indirect feedback strategy because these strategies are appropriate to apply to enhance the students' writing

skills. Teaching writing using direct feedback is considered necessary since it gave the teacher chances to increase the students' ability in writing by using learned-centered style. Through direct feedback, the students can know the correct forms of the errors, and it is easier to internalize and keep the records afterwards. Then, direct feedback is easier for the students to internalize correct grammar, sentence structure, conventions of the language, etc.

Then, the researcher assumes that indirect feedback is the positive support that English teachers could give to help their students write better and make fewer mistakes. Learners may identify their faults and fix them by using their brains and resources as a result of indirect feedback. Other than that, indirect feedback may be very beneficial for student writing. Namely, the students are cognitively challenged with indirect feedback since they must fix the mistake based on the information they have received, and this feedback is very beneficial for helping students to enhance their spelling.

Direct feedback is a strategy that helps students correct their errors by providing the correct linguistic form (Ferris, 2006). Using direct feedback strategy, the teacher can give the students proper form of the mistakes in writing. There are many ways to provide and receive direct feedback. One way to accomplish this is to strike out or insert the erroneous words and provide the right linguistic form above the faulty words, typically in the margin. Moreover, Santos et al. (2010) divide direct feedback into reformulation and error correction. Then, there are some advantages of Direct Feedback Strategy. Bitchener and Knoch (2010) direct feedback is better for the students, because it tells students exactly what is wrong in their writing and how it should be written properly. This reduces

students' misunderstanding about the teachers' feedback.

Moreover, indirect feedback is a strategy that indicates an error without providing the correct form. (Ferris & Roberts, 2001). In this type, teachers only provide indications that make students aware of their mistakes, but they do not provide the correction (Ferris & Roberts, 2001; Lee, 2008). In this type, Elashri (2013) mentions two sub-types: Coded and uncoded indirect feedback. The teacher underlines students' error and writes some codes above that mistake for the coded indirect feedback. Moreover, uncoded in indirect feedback, the teacher underlines or circles the error without writing any symbols. This study will use the codes by Finocchiaro (1987).

In the previous preliminary data, the English teacher said that she provides the feedback to students' writing. The English teacher asked the students to stick the text on the wall, and their friends must check it. After that, the teacher rechecks it by giving direct feedback. But, based on the student's writing, the teacher didn't provide direct feedback to the student's writing. She only gives a score to the text. The teacher didn't provide the correct form based on the direct and indirect feedback. Whereas, here are several mistakes from the student's sentences.

After that  
 For example : *"Every day I wake up at 5.30 in the morning.^ Take a bath, pray, and get ready to school.*

The teacher should add conjunction in the student's writing. The conjunction is placed before the student tells about the activity. In the sentence, the students said that she takes a bath after wake up in the morning. But the teacher didn't correct, such as gives conjunction to connect the sentences. It is opposite to Ferris (2006) theory. He argues that direct feedback is a strategy that provides feedback to help

them correct their errors by giving the correct linguistic form or linguistic structure of the target language.

Also, in other student's writing, the teacher provides indirect feedback. The teacher corrected the student's writing, but she didn't use code, as the teacher should use it to provide indirect feedback.

For example "*I was very excited, but I ~~think~~ the wind ~~is~~ so ~~cold~~.*"

V<sub>2</sub>                      to be cool

In this sentence, the teacher correct the word "think" into "thought". And "cold" into "cool". The teacher didn't write down the mistakes with the codes in indirect feedback. Moreover, the teacher was simply writing the correct word based on the errors in the student's writing. Even though the code is not commonly used in providing indirect feedback, it contradicts with the code from Finocchiaro (1987). The teacher should write "V<sub>2</sub>" and "to be" into "VT (Verb Tense)". When the tense was incorrect, the students' work was given this code to indicate the mistakes. The students must switch to another tense. Then, to correct "cold", the teacher should write WC (Word Choice)".

Moreover, "*My body is weak and can't do activity ~~to~~ long in this situation*".

adv

In this sentence, the teacher should change code "adv" into "SP (Spelling Error)".

When a word's spelling is wrong, the teachers use this code.

And next mistake, "*In competition, we must draw one of view, after that we ~~presentation~~ it*".

V

The teacher corrects "presentation" into "present". In indirect feedback, the teacher writes code "V" but the code from Finocchiaro (1987), she should write "VT (Verb Tense)".

The phenomenon shows that most teachers prefer to focus on the written



result rather than the writing process. The researcher can know in writing, usually, the students always get trouble writing even a simple text. So, they are not attractive enough in writing. And the researcher can identify two major factors. Namely, writing a foreign language has complicated problems concerned with vocabulary, grammar and logical order. Because of this case, the teacher should provide the best feedback to correct the students' writing to enhance their ability. In fact, giving the feedback to students is not easy to apply. The teacher needs much time to give feedback to the students. This case makes the teachers often give an overall score, without looking at the mistakes that exist in the students' writing. But, providing the appropriate feedback can improve students' writing skills. So, it is hoped that direct and indirect feedback can be applied by the teacher, so the students can see the mistakes in their writing and they can correct it easily. Because, feedback is the important process of enhancing the students' writing ability.

Several studies have been conducted to know the impact and effectiveness of direct and indirect feedback on students' writing ability. However, it is still impossible to convict which feedback is the most beneficial and effective for improving the students' writing skills. Rahimi and Asadi (2014) revealed that direct and indirect groups improved significantly in revisions, with students in the indirect group wrote more accurately in their essays over time. Moreover, to the results of another research, both direct and indirect WCF had the same short-term effect on improving learners' accuracy, but direct WCF had a greater long-term impact than indirect WCF (Salimi & Ahmadpour 2015). Then, Fhaeizdhyall (2020) investigated that the overall impact suggests that indirect writing corrective



feedback was effective on both grammatical and non-grammatical structures. In contrast, direct WCF was most effective on non-grammatical forms.

Based on the different findings, there is a need for additional studies that identify these feedback strategies, such as direct feedback and indirect feedback strategies. Therefore, the researcher will discover the direct and indirect feedback strategies that applied by the English teacher to enhance the students' skills in writing Recount Text. Then, the researcher wants to know how to realize these feedback strategies in recount text applied in MAN 1 Medan.

### **B. The Problems of the Study**

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

1. What are the direct and indirect feedback strategies applied to enhance the students' writing ability in recount text?
2. How are the strategies realized to enhance the students' writing ability?

### **C. The Objectives of the Study**

Related to the questions, the objectives of the study are formulated as follows :

1. To analyze the direct and indirect feedback strategies applied to enhance the students' writing ability in recount text.
2. To investigate the realization of these feedback strategies in the students' writing ability in recount text.

#### **D. The Scope of the Study**

To the research expect goal, the researcher limits the problem on the following terms:

The theory of Direct Feedback Strategy's forms by Santos (2010), and the forms of Indirect Feedback Strategy by Elashri (2013). Then, the theory of realization feedback in this study applies the concept of Direct Feedback Strategy by Ellis (2009) and Indirect Feedback Strategy by O'Sullivan and Chambers (2006).

From the identification of the study, the researcher limits the research on two factors, the Direct and Indirect Feedback Strategy's by the English teacher and the realization of these feedbacks. However, the researcher specifies the research just in the Senior High School's students grade X of MAN 1 Medan.

#### **E. The Significance of the Study**

The researcher expects to give a valuable contribution to language teaching and learning, both theoretically and practically:

1. Theoretically, the research findings are expected to be valuable and significant for :
  - a. Other researchers who are interested in getting prior information about direct feedback and indirect feedback strategy to enhance students' ability in writing recount text.
  - b. Linguistics, to enrich the theories of Direct Feedback and Indirect Feedback Strategies, because in this study, the researcher provides many theories from the experts.

2. Practically, the findings are useful for:

a. English teachers

This study will help English teachers to promote the excellent feedback in the writing class. Moreover, by noticing students' difficulties in receiving feedback and their preferences in getting feedback, the teacher can make suitable changes to meet students' needs in writing.

b. Students

Like the teacher, through this study, the students will know more about their teacher's difficulties in providing feedback. Therefore, they will do their works more carefully and considering their teacher's feedback more seriously. And the students can improve their confidence in writing and courage to perform their writing in front of the class.

