

# CHAPTER I

## INTRODUCTION

### A. Background of study

Writing is a language activity that plays an important role in the dynamics of human civilization. By writing, people can communicate, express ideas both from within and outside themselves, and are able to enrich their experiences. Harmer states that writing is a way to produce language and express the idea, feeling, and opinion.<sup>1</sup> Writing is a process that often influenced by constraints of genres, than these elements have to be presented in learning activities. Through writing activities people can also benefit from their development.

In the teaching learning process of English Subject, writing activity itself is not as easy as imagined. Students often experience a desire to write, but are unable to do it correctly. Students experience interference to express their thoughts or ideas through good and correct language, so that students have difficulty in writing. According to Byrne, there are some difficulties related to writing. Firstly, there is psychological difficulty in which students as writers have to decide an idea and express this. Secondly, there is linguistic difficulty in the language used in written language is different from that used in speech. It means that there are grammatical rules that should be considered. Thirdly, there is cognitive difficulty in which students have to organize their ideas on texts with signal words to make the sequence of paragraphs well arranged. In writing, students have to consider about grammar, spelling and punctuation. Ability in considering them is important elements when

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<sup>1</sup> Jeremi Harmer, *How to Teach Writing*. (Edinburg: Pearson Education Limited, 2004)p.31

they are about to write. However, they miss some grammatical rules in their writings, such as they do not consider the tenses used in describing past events; they miss spelling in making sentences, and they forget to use capital letters in the beginning of sentences and full stops at the end of sentences.<sup>2</sup> Therefore, writing is said to be the most complex skill because writing skill requires mastery of various linguistic elements and elements outside the language that is written so that students must have a series of language skills including mastering grammar, developing ideas or ideas, critical thinking skills in solve the problem.

The role of feedback in the behaviorist and cognitive theories of L2 learning, feedback is seen as contributing to learning English writing. The students need the role of teacher to give correction or feedback to their writing. In this case, the teacher must play different roles in the same session, such as being a reader, a grammarian, and an evaluator in writing course.<sup>3</sup> Feedback must be provided to motivate each other; it can be formed as advice and criticism.

Based on preliminary interview with the English teachers at MA Masyariqul Anwar Caringin, the teachers used written corrective feedback on students' composition because it could make the students easy to understand which part that should be revised. The teachers showed the error corrections, gave the error signs, and wrote comments on each of the students' writing as a feedback. After the teachers gave the feedback or correction to the students' writing, the students gain more knowledge to make their writing skill better.

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<sup>2</sup> Donn Byrne. *Teaching Writing Skills*. (London: Longman Press,1988) p.3

<sup>3</sup> Rim Bougherara, Dissertation: "The Role of Teacher's Feedback in Enhancing EFL Learners' Productive Skills" (Algeria: Mohammed Kheider University of Biskara, 2016), p.12

The world is currently rife with coronavirus outbreaks. With the presence of the COVID-19 virus in Indonesia today also has an impact on the educational aspect. On March 24<sup>th</sup>, 2020 the Minister of Education and Culture of the Republic of Indonesia issued Circular No. 4 of 2020 concerning the Implementation of Education Policy in the Emergency of Spread of the COVID, in the Circular it was explained that the learning process was carried out at home through online / distance learning.<sup>4</sup> Teachers and students are not face to face, but their learning continues online. The use of corrective feedback by teachers is also implemented through online to make it easier for students to find out their mistakes in learning writing. Different from conventional corrective feedback using paper, the use of online corrective feedback is facilitated by features in the gadget to correct students' mistakes in writing, these features can be in the form of comments, editing, drawing, and others. As stated by Soo Kum Yoke, Conventional corrective feedback which just focuses on content comments, error correction, error correction and content comments and, error identification without corrections directly by using paper has been widely practiced but has been said to be tedious, stressful and time consuming.<sup>5</sup> Furthermore using paper as tools often makes the student feel bored and shows less motivation

Based on preliminary interview to the teachers, they had different ways in implementing feedback to the students' writing text through online. According to Bitchener and Ferris feedback has an important part of the learning process and written feedback is provided as a response to

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<sup>4</sup> SE Mendikbud. *Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Covid-19*. (Jakarta: Kemendikbud, 2020). p.1

<sup>5</sup> Soo Kum Yoke, "The Use of Online Corrective Feedback in Academic Writing by L1 Malay Learners". *English Language Teaching*; Vol. 6, No. 12; (2013), p.176

errors that learners have made in their written output.<sup>6</sup> When students sent a document text-writing assignment on Google Classroom application or WhatsApp application, the teacher gave feedback to students document file on some incorrect writing. The teacher gave feedback and correction to the students' composition in some cases, such as grammar rule, the idea of a paragraph, suitable vocabulary, and many more.

Considering the benefits of teacher's online corrective feedback, the researcher wants to conduct a research entitled "*An Analysis of Teachers' Online Corrective Feedback on Students' Writing Skill at MA Masyariqul Anwar Caringin*".

## **B. Limitation of the Problem**

Based on the identification of problems, the researcher limits them as follows:

1. The researcher focuses on teachers' corrective feedback on students' writing skill through online.
2. The English materials in this research are descriptive text for the tenth grade, analytical exposition text for the eleventh grade, and news item text for the twelfth grade.
3. The object of research is students at MA Masyariqul Anwar Caringin and English teacher.
4. The research methodology in this research is study case.

## **C. The Research Question**

Based on background of the research above, the researcher formulates the following question:

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<sup>6</sup> John Bitchener and Dana R. Ferris, *Written Corrective Feedback In Second Language Acquisition and Writing*, (New York: Routledge, 2012), p. 125.

1. What types of online corrective feedbacks are applied by the teachers on students' writing skill?
2. Which type of corrective feedback is more effective for improving students' writing skills?

#### **D. The Objectives of the Research**

Based on the statements of problem, the objectives of research are to know:

1. Identifying types of online corrective feedback are applied by the teachers on students' writing report text.
2. Identifying the effective type of online corrective feedback for improving students' writing skills.

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

Hopefully, the significance of this research can be useful for the students' itself, the teacher and also the next researcher as follows.

1. For the English teacher, the researcher expects this research can increase teacher's knowledge about the types of online corrective feedback used by teacher in writing skills and determine the theory about corrective feedback and apply the appropriate feedback to reduce the problem which focused on writing aspects during online corrective feedback.
2. For the students, the research is also expected to be beneficial for the students in increasing their ability, especially in writing skill, through the online feedback from their teacher
3. For the other researchers, it is hope that the research could be one of the references in conducting some research for better result.

#### **F. Previous Study**

1. Soo Kum Yoke, et al. 2013. *The Use of Online Corrective Feedback in Academic Writing by LI Malay Learners*. Universiti Teknologi

MARA Johor, Malaysia. Conventional corrective feedback has been widely practiced but has been said to be tedious, stressful and time consuming. As such, the focus of this study is to investigate the use of an alternative method to giving corrective feedback namely, an online corrective. In order to examine if this innovative form of corrective feedback can be applied to the teaching and learning of academic writing, an experimental design was used with a control group and an experimental group of L1 Malay learners who were pursuing an academic writing course at the tertiary level. Interviews were also conducted on selected individuals to determine whether the use of online corrective feedback was practical in assisting learners improve their writing from the first draft to the final product. The statistical analysis applied to this research indicated that online corrective feedback may be an effective way to improve writing skills of learners and save time. Thus, the results showed that online corrective feedback should be potentially useful when integrated into the teaching and learning of academic writing.

The first previous study used quantitative method with the experimental research as the research design of study. It showed that online corrective feedback is better than conventional corrective feedback. The researcher used test to compare both of them. The similarity with my research was online corrective feedback as one of the variable. The researcher above also explained about the importance of online writing corrective feedback so did I. The difference was that in my research, I did not compare between the use of online corrective feedback and conventional corrective feedback. I only focused on analyzing teacher's online corrective feedback.

Specifically, I investigate writing report text as material to limit this study.

2. Ma'rufah, Alifatul. 2019. *Teacher's Online Corrective Feedback Using Instagram At SMAN 1 Porong*. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Suarabaya. This research discusses the teacher's online corrective feedback in students' writing hortatory exposition text using Instagram at SMAN 1 Porong. The aims of this qualitative research are to explore; 1) The types of online corrective feedback which applied by teacher on students' writing hortatory exposition text using Instagram. 2) The grammar and content aspects that teacher gives of online corrective feedback on students' writing hortatory exposition text using Instagram. Online corrective feedback which applied by teachers refers to the typology of corrective feedback proposed by Rod Ellis. The documents analyzed are students' writing hortatory exposition and the teacher's online corrective feedback used by the students using purposive sampling. Five documents along with the teacher's online corrective feedback were taken from students' of eleventh grade of English as Cross Interest Program at SMAN 1 Porong in year 2018/2019. The results highlighted the following; 1) Regarding with seven type of online corrective feedback of Rod Ellis. Here teacher mostly applied four types, it are direct, indirect, focused and unfocused online corrective feedback. This direct online corrective feedback mostly applied because of the focusing point of teacher in direct evaluating the grammar aspects. 2) The teacher's use direct online corrective feedback related with two writing aspects; grammar and content, teacher more focuses on grammar part instead of content. The

grammar part, teacher's giving correction mostly in verb part rather than proposition and conjunction. For teacher's online corrective feedback mostly focuses on content. Thesis of students' writing hortatory exposition part becomes the most error which becomes the main focuses on teacher's online corrective on content aspects. This indicates that teacher still focused on using direct online corrective feedback and grammar aspects in evaluating writing. Furthermore this findings confirm that errors commonly occurs in second language learning including English writing by Indonesian EFL learners.

The second previous study was intended to investigate online corrective feedback through Instagram in teaching writing hortatory text. The method was case study which used documentation to collect the data. The similarity with my research was equally researching about online corrective feedback on students' writing skill. Likewise in the research method, the researcher above used a case study, and so did I. On the other hand, there are some differences with my research which it investigated online corrective feedback. I described report text as the subject material. Then I did not use Instagram as the media, in my case the teacher used Google Classroom as the media.

3. Ayu Sekar Wulandari. 2017. *An Analysis of Teacher's Corrective Feedback in Writing Skills at Eighth Grade Students' of MTs N Sumberlawang in Academic Year 2016/2017*. Thesis. English Education Department Program, Islamic Education and Teacher Training Faculty. This research was conducted based on the problems statement about the types of corrective feedback used by teacher in eighth grade students' writing. The objective of this research is to get deeper information about the types of teacher's corrective feedback



used in the students' writing and describe the most dominant type of teacher's written corrective feedback at eighth students of MTs N Sumberlawang. The finding shows that teacher used 4 out of 6 types of corrective feedback in eighth grade students' writing. The kinds of corrective feedback were direct, indirect, metalinguistic, focused and unfocused corrective feedback. And the corrective feedback which not found were electronic and reformulation corrective feedback. Based on the research findings, the researcher found 256 types of teacher's corrective feedback. The most dominant of teacher's written corrective feedback used in students' writing was direct corrective feedback. It was 163 data or 64 %. Meanwhile, the fewest types of corrective feedback was metalinguistic corrective feedback. It was 7 data or 3% only. Teacher also provided the indirect corrective feedback lower than direct corrective feedback. It was 51 data or 20%. Then, teacher used focused feedback in 9 data or 3% only, and unfocused feedback in 26 data or 10%. This research focused in all the types of corrective feedback used by teacher to eighth grade. This finding supports and adds the other researches that the dominant type is direct corrective feedback.

The third previous study analyzed corrective feedback used by teacher on students' writing skill. It used case study which used observation, interview, and documentation to collect the data. The similarity with my research was equally researching about corrective feedback on students' writing skill. Likewise in the research method, the researcher above used a case study, and so did I. On the other hand, there are some differences with my research which it analyzed corrective feedback, but in my research through online. It also analyzed writing skill in general, but my research specifically used

report text as the subject material. In collecting the data I used document checklist and document analysis of writing aspect.

## **G. Organization of Writing**

To make this research easy to be comprehended, the researcher divides this research into five chapters:

**Chapter I** is Introduction. In this chapter the researcher puts some points: Background of the study, limitation of the study, research question, objective of the study, significance of the study, previous of the study, and organization of writing.

**Chapter II** is review of related literature. This chapter consist of the theories from some experts about the definition writing, the purpose of writing, micro-skill and macro-skill of writing, process of writing, the definition of report text, the purpose of report text, the generic structure of report text, the definition of feedback, the definition of online corrective feedback, the importance of online corrective feedback, and the types of online corrective feedback.

**Chapter III** is research methodology, which consist of the research method, research site and time of study, participant, the technique of data collecting and the technique of data analyzing.

**Chapter IV** is finding and discussion, which consist of research finding and discussion.

**Chapter V** is closing, which consist of conclusion and suggestion.