

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, formulation of research question, purpose of the study, formulation of hypothesis, significance of the study, scope and limitation, and definition of key terms. This part is made as an introduction to the study being conducted.

A. Background of The Study

Nowadays, it is widely known that language is the one of important aspects for creatures' life. Language functions as the instrument of communication and interaction. Without the language, the people cannot do the communication with the other. In addition, language is considered as the key of knowledge. To learn or get the knowledge, firstly people must understand and master the language well. Thus, studying about language is indeed needed for all people.

In the world, there are many kinds of languages. Those are from many countries and regions. Every country has its own language with its own characteristics. One of the important languages is English. It becomes the international language which is used in international event. Many countries use English as the second language in which they use it in certain event such as formal declaration and so on, but in Indonesia English is used as the foreign language that is not used in formal event. It means that every people must understand English language so that they can do the communication in all aspects of life such as economic, education, healthy, tourism, and so on. These dimensions are

assumed to be significant contributors that determine the success or failure in acquiring English language learning. Because of its importance, in the context of Indonesian education, English has been learned since in the kindergarten until the university.

In learning English, there are four skills that must be mastered by the students. Those skills are speaking, listening, reading, and writing. From those skills, the important one is writing. Dewi (2013:2) states that writing is the expression of language in the forms of letter, symbols, or words. In writing, the people can express their ideas and opinion in the written form. Also, writing functions to share the information in the form of written text. Hence, it can be concluded that writing is the other form of communication beside speaking.

According to Harmer (2006:79-80), writing is the basic skill of English that is emphasized and become the important skill which be taught to the students of foreign language. Moreover, writing requires the complex thinking. In writing process, the writer has to involve their thinking and creative skill. Not only that, but also it is supported by the right rules. According to Rivers (1981: 294), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, (2001: 336) also claims that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. So, writing is considered as the most difficult skill compared with other skills such as listening, reading, and speaking.

Nunan (2003:88) states that writing is able to be defined by a series of contrast that involve both of physical and mental act. It means that in the process of

writing, the writers' physic will act to produce the words into the medium, while at the same time the their mental works to invent the idea and thinks how to express it into some words to be the statement or paragraphs which can be understood by the readers. Furthermore, in the process of writing, the writer needs some process to get the good writing form by imagining, organizing, drafting, editing, reading, and rereading. Writing has been characterized as written thinking. Students should be encouraged to express their idea, experience, thought, and feeling. From the explanation, it can be said that writing is an ending of product from students' thinking, feeling, and idea, even experience that is visualized in written form.

In the context of teaching writing, Brown (1987: 7) says that teaching is an activity of showing or helping someone to learn how to do something, providing the knowledge, causing to know or to understand. Also, Hyland (2003: 104) states that teaching writing is the process of learning that combines writer's grammatical and lexical knowledge. Furthermore, Brown (1994: 320) states that teaching writing in the classroom should let the students to write and re-write as well as give them feedback throughout the composing process. Hence, teaching writing can be defined as the activity of providing knowledge, guiding, and controlling related to the writing skill which the teacher will give the feedback for the result of students' writing.

Teaching writing in Indonesian context for Senior High School has the purpose to make the students master about functional and monologue texts in various forms of genre such as descriptive, narrative, recount, procedure, and report. Gerot and Wignell (1994: 208) define that descriptive text is the text has the

function to describe someone, something, or a place. Then, Anderson and Anderson (2003: 47) say that narrative text is a text that tells a story in order to entertain the reader. Moreover, recount text is a text that retells the past events that was happened (Anderson, 2003: 48). Furthermore, report text is a piece of writing which aims to describe the information by explaining the general information which is used to report the information (Barker, 2000: 23). The last, procedure text is the text which is used to give instruction by doing or making something (Yuliani, 2008: 18).

In teaching learning process of writing, Rozimela et al (2013: 3) say that there are some difficulties faced by the students. First, the students do not have the motivation to write as well as they can. Therefore, they cannot study hard in the process of writing at the class. Second, most of students do not know how to start in writing, what should be in the first, what should be in the content of paragraph, and what should be in the last. It means that their knowledge about writing is still low. Third, the students still make many grammatical error and mechanic in their product of writing. Whereas, during in the process of writing in order to make the students understand more and have the good writing quality, it must be the guide to help them write well.

Basically, in guiding the students to write, the teacher should give them advices or suggestions named feedback. Martin (2014:2) states that feedback is the specific information that the teachers give it to their students related to the task or learning process. In addition, Carless (2006: 42) confirms that students who receive feedback during the writing process have a clearer sense of how well they perform and what they need to do to improve. It means that, feedback can also modify

students' thinking or behaviour toward their work and focus their attention on the purpose of writing. Furthermore, Hyland (2003:29) says that feedback is important for both encouraging and consolidating learning in education. It can be believed that the students who receive feedback from the teacher are usually more motivated to revise and improve their writing quality.

In writing context, there are two different ways of corrective feedback given by the teachers; Non-coded Direct Corrective Feedback and Coded Indirect Corrective Feedback. Both of them are given in the form of written. According to Beuningen et al (2008: 282), Coded Indirect Corrective Feedback only consists of indication of errors in the students' writing, while Non-coded Direct Corrective Feedback identifies both of the errors and the target forms. Moreover, Non-coded Direct Corrective Feedback is given immediately by crossing out the error and then the teachers write the correct form there. There is no code in this kind of feedback. Hopefully, the absence of any code can make the students identify what kind of errors by themselves. The teachers usually use Non-coded Direct Corrective Feedback because it is believed as the easiest and fastest way to correct the students mistake. However, Non-coded Direct Corrective Feedback does not make the students understand what the mistakes are. It can be said that Non-coded Direct Corrective Feedback is the conventional technique in correcting the students' writing error.

On the other hand, Written Coded Indirect Corrective Feedback is delivered by giving the code in indicating the students' error. It has the purpose that code can make them connect their memory to the area indicated by the code. It is provided

when the teacher indicates the location of the error on the paper without providing the correct form. By giving Written Coded Indirect Corrective Feedback, it will make them confident to improve their writing skill by revising their draft. It is one of the solutions which concerns to give the information about students' performance.

In this study, the researcher uses Written Coded Indirect Corrective Feedback during teaching writing as the technique in correcting students' error in order to know its effect to their writing quality when they write recount text. This type of text is chosen because according to 2013 National Curriculum of Indonesia, it includes in the English learning material of 10th grade at Senior High School. Recount text aims to retell the past even happened. It can be the embarrassing and unforgettable experience or so on.

Several studies have proven that Written Coded Indirect Corrective Feedback is effective for teaching writing. The first is study written by Farjadnasab and Khodashenas (2017) entitled "The Effect of Written Corrective Feedback on EFL Students' Writing Accuracy". The study investigated the effect of Written Corrective Feedback on Iranian EFL learners' writing. The study uses true-experimental research design. Then, the finding of study shows that Written Coded Indirect Corrective Feedback indeed contributed to the students' writing accuracy.

The second previous study is written by Saukah et al (2017) entitled "The Effect of Coded and Non-coded Correction Feedback on The Quality of Indonesian EFL Students' Writing". The design of the study is repeated measure design in which there are multiple measure at the same sample taken. Here, each participant

of the sample receives both of Coded and Non-coded Correction Feedback. The effect can be showed by comparing students' score after receiving Coded Correction Feedback with those same students after receiving Non-coded Correction Feedback. Then the result of the study shows that the quality of the students' writing which received Coded Correction Feedback is better than the quality of students' writing which received Non-Coded Correction Feedback because Coded Correction Feedback promotes awareness, not only noticing, but also understanding.

The third previous study is from Nurhayati (2017) entitled "The Effect of Indirect Coded Feedback on Students' Writing Ability". The study uses true-experimental research design and takes university students as the participants. It is stated that students got better score in writing after given Indirect Corrective Feedback than given the Direct Corrective Feedback.

The fourth is study conducted by Novela (2019) entitled "The Effectiveness of Teacher's Indirect Corrective Feedback on Students' Writing Descriptive Text at Tenth Grade of MA Al Ma'arif Tulungagung". This study uses pre-experimental research design. Furthermore, the result of the study shows that Indirect Corrective Feedback is effective to improve the students' writing achievement.

The last previous study entitled "Indirect Corrective Feedback on Writing Accuracy of Students Across Different Level of Grammatical Sensitivity" that is written by Zuraida (2019). The design of the study is quasi-experimental research design which involve the control and experimental group. The result shows that

Indirect Written Corrective Feedback is beneficial to improve the students' writing accuracy.

Those studies are still lack on investigating the effectiveness of Indirect Corrective Feedback. Thus, the current study aims to make larger contribution in corrective feedback research, especially by investigating the effect of Written Coded Indirect Corrective Feedback on students' writing quality when they write recount text at Senior High school.

The differences between the current study and the previous include the genre of text that is recount text and the aspects of writing that are measured. Then, the aspect of writing that are measured include content, organization, grammar, vocabulary, and mechanic. Those differences make this study gives the newest result than the previous.

However, those arguments lead the researcher to conduct study based on the existing problems. The researcher wants to investigate whether Written Coded Indirect Corrective Feedback is effective to teach writing for students of Senior High School especially in recount text. Accordingly, the researcher decides to conduct the study entitled **“The Effect of Written Coded Indirect Corrective Feedback on Students' Quality in Writing Recount Text”**.

B. Formulation of Research Question

Basically, research question is the heart of the study. All of the activities in the study are intended to answer the research question. It means that in every study there must be a research question. Hence, the research question of current study can be formulated as follows:

Is there any significant difference score on students' writing quality of recount text before and after being taught by using Written Coded Indirect Corrective Feedback of 10th graders at MA Darul Hikmah Tawang Sari Tulungagung?

C. Purpose of The Study

According to the research question, it can be formulated that the purpose of this study is:

To find out whether there is any the significant difference score on the students' writing quality of recount text before and after being taught by using Written Coded Indirect Corrective Feedback of 10th graders at MA Darul Hikmah Tawang Sari Tulungagung.

D. Formulation of Hypothesis

According to Gay (2009:71), hypothesis is a researcher's prediction of the research findings and statement of the research expectations about the relation among the variables in the research topic. In the term of research, it means that if the hypothesis does not indicate the correlation among variables, the hypothesis cannot be tested. So, hypothesis gives the correlation statement that can be tested in research automatically. In addition, according to the problems in this study, the hypothesis can be formulated as follows:

1. Null Hypothesis (H₀)

There is no significant difference score on students' writing quality of recount text before and after being taught by using Written Coded Indirect

Corrective Feedback at 10th graders of MA Darul Hikmah Tawang Sari Tulungagung.

2. Alternative Hypothesis (Ha)

There is significant difference score on students' writing quality in recount text before and after being taught by using Written Coded Indirect Corrective Feedback at 10th graders of MA Darul Hikmah Tawang Sari Tulungagung.

E. Significance of The Study

By this study, the researcher hopes that it will give the contribution for:

1. Teachers

Hopefully, by the result of this study, the teachers can apply Written Coded Indirect Corrective Feedback in conducting teaching writing for their students not only during teach recount text, but also it can be used to apply in teaching all the kinds of text.

2. Future Researchers

For the future researchers, they can learn the current study and get the gap from it. Next, they can conduct the other study that related to this study with the different method, subject, and so on.

F. Scope and Limitation

Actually, the scope of this study is students' writing quality in recount text and Written Coded Indirect Corrective Feedback. Then, in avoiding misunderstanding upon what the researcher has explained, the researcher

limits the scope of the study in order to make it more detail and focus. Here, some limitations proposed are as the following:

1. The subject of this study is 10th grade students at MA Darul Hikmah Tawangsari Tulungagung.
2. This study only focuses on the effect of Written Coded Indirect Corrective Feedback toward students' writing quality of personal recount text.
3. The aspects of writing that will be measured in this study include content, organization, vocabulary, grammar, mechanic.

G. Definition of Key Terms

In avoiding the misunderstanding and misinterpretation about the topic that will be discussed in this study, it is needed to explain the definition of key terms related to the topic. Here are some definitions of key terms according to this study:

1. Written Coded Indirect Corrective Feedback

Written Coded Indirect Corrective Feedback is the teachers' correction to the students' writing by giving the written code such as underline, circle, and the certain symbol which indicate the errors that are made by the students. Here, the teachers do not give the correct form of the error, but they only give the code so that the students can repair their draft by themselves.

2. Non-coded Direct Corrective Feedback

Non-coded Direct Corrective Feedback is the feedback which is directly given by the students to the writing error. The feedback is delivered by crossing out the error and then the teacher will give the correct form. Hence, in this feedback there is no code.

3. Student's Writing Quality

Students' writing quality means that the measured of the writing product which is written by the students by indicators of writing such as content, organization, grammar, vocabulary, and mechanic.

4. Writing of Recount Text

Writing recount text is the process of creating the work by developing the ideas in the form written text that have the objective to retell events or experiences which is happened in the past.