

CHAPTER I

INTRODUCTION

This chapter consists of five topics they are background of the research, research problem, research objective, research scope and limitation and definition of key terms.

A. Background of The Research

Writing is one and the last of the four skills besides listening, speaking and reading. It also needs special requirements or strategies from getting ideas, developing them creatively, also organising on well-formed. Harmer (2007) states that writing tends to be well-formed and pre-organised which really different from speaking that often messy and co-constructed former. That's why writing needs special strategies and requirements since the small elements such as punctuation become well-attention in the process of forming writing product. It can be concluded that writing is one of medium to reflect ideas in well-formed and organised that has special requirements that the other skills.

There are many research issues that appear concern on teaching writing especially in English as second language such as the non-effective teaching strategies, student's difficulties in writing, low motivation in learning writing that not solve yet and others. These issues appear because writing is complex with many special requirements or strategy inside. Brown (2001) states that some of research issues appeared in teaching writing to second language learners over the past few decades remain controversial. Consequently that the teaching writing

needs to get deep research in many aspects to help students improve the process in producing the writing product.

One kind that make writing is different from other skill is from process aspect. There is long process in producing writing product that students need to do from pre until final in order of sequence step. In Urquhart and McIver (2005) mention that the process or stage of writing begins on prewriting, drafting, revising and editing. In every single process students need to develop a set of competencies and fundamental of writing that cannot develop naturally by themselves. One of that is writing pedagogy which state by Brown (2001:335) in students expect to be able to focuses on generate ideas, organize them coherently, use discourse markers and rhetorical conventions to put them cohesively, revising the meaning, editing the grammatical and produce final product. In process of writing, editing or re-drafting becomes concern of students` process because it is important step that determine the quality of writing product before it come to final one. Harmer (2007:325) argues if in a foreign language writing class, editing process has important than in the first language writing class. We know that in second language class especially the writing system is different from the first language writing class. Students will need more help in the writing process from pre writing, drafting and especially this editing process and they will get it from the expert one such as lecturer.

In relation to this, lecturers must aware to help students get the writing pedagogy in the way of improving the students writing process to be better one by effective teaching strategy, for the example in the teaching and learning

environment. As Hyland and Hyland (2010) state a supportive teaching environment through providing potential feedback really helps lecturer for conveying and modelling ideas about good writing in class situation. This also in line with Indonesian law UU RI No. 20 Tahun 2003 saying that teacher do evaluate by the result of students for monitoring the process, progress and remedial continuously, so the students will be guided in monitoring process. Through the feedback providing in monitor and guiding process, lecturer will help students in correcting some errors in their essay.

Lecturers monitoring is one of the roles that their own in writing process, others roles are become motivator, resource, tutor and also feedback provider. Harmer (2007:330) explains about the certain roles of lecturer begin the motivator lecturer`s as the principal roles who needs special skill to be it, then as resource to supply students with information include advice and suggestion and last as feedback provider in offering correction and give positive respond. Feedback provider is the crucial role which helps students in develop their writing before it come to final one after motivating and give knowledge in writing process.

Lecturer must give feedback to students as their role as provider in one kind form of written corrective feedback especially in editing process. Written corrective feedback believes can give a contribution in editing process as Bitchener and Ferris (2012:140) state the goal of it to develop writing skills, build awareness, knowledge and strategic competence, followed by Rosdiana (2004) that states if lecturer provides written corrective feedback will help students improving and getting better from it as help in writing process. Sometimes

lecturer can give written corrective feedback in the form correction and followed with suggestion, advice, correction, question or comment in goal of help students improve the writing skill and it product.

Lecturers should know if they have to find the effective strategy to help students in process of producing writing product. They can choose written corrective feedback become their strategies after consider the benefit of it. Written corrective feedback is suitable to improve writing accuracy, trigger more improvement, and effective to reduce errors (Rahmi:2008). It also has a goal in writing area is to teach skills that help students improve their writing proficiency to the point where they are cognizant of what is expected of them as writers and are able to produce it with minimal errors and maximum clarity.

Written corrective feedback is effective to make students to be independent writer in aware their error by the experience before. It happen as Kirgoz & Agcam (2014) state that written corrective feedback is an indication to the learners that his/her use of the target language is incorrected (Quote from Lightbrown & Spada 1999:171), through the written corrective feedback students` have chance to get the new language right as their knowledge experience. Through written corrective feedback lecturer will help students as well as in writing process especially in correcting some errors in their essay.

The process of providing written corrective feedback should be considered truly by lecturer from the management time and aspect inside. Remembering that there is no system or standart set by university on how lecturers should give feedback. There are researcher Tangkiengsirian & Kalra (2016) state that in

giving feedback, lecturers will face day to day challenge of trying to find a right balance between effectiveness of feedback provided and efficiency in their usage of time. Not only on time challenge for the effective written corrective feedback Amrhein & Nassaji state the lecturer need to consider the nature of feedback also type of error and how and when it should be corrected, so the students have a clear and consistent understanding of the notion of error. After managing all of aspects, lecturer can apply as the procedure and the competent that they prepared before in achieving the goal of written corrective strategy itself.

In the previous discussion, lecturer is the main who provides the written corrective feedback in the writing process with a great deal of underlining, crossings-out, or using some symbols. However other researcher as Harmer (2007:110) states that not all students – indeed not all writers – are as good at editing as others. Not all students are good at letting their mistakes work for them. Then from Truscott (1996) states that grammar correction should be abandoned because grammar correction has harmful effects such as increase the stress that prevent the success learning in writing.

In relation of it, here some lecturers in IAIN Tulungagung decide to use other way to correction besides the lecturer written corrective feedback in the students` writing product. They state if use that way they can manage time well in correcting process, because lecturer got help by peer in correction writing product than do all it alone, then when use other way in correction his/her students become more active and have deeper understanding about the material in learning writing. Although many other lecturers believe with their own way correction,

there is one lecturer that practices this lecturer` written corrective feedback in her/his class, so that is which bring researcher to know more about this kind of written corrective feedback.

After discuss about lecturer` reason in using several kind of correction way, the others participant also need to investigate about how their experience from written corrective feedback are student. Students also have different reaction or respond in receiving the lecturers` written corrective feedback when writing process. In this situation lecturer needs to build their understanding to corrective that they got before and what the feedback will guide students to do in the revise their essay writing. Hyland and Hyland (2010) state that students will analyse the kinds of comments that given by lecturer consider when framing them differently, so the lecturer need to guide students in understanding the meaning of feedback that they give before to improve the students writing itself. Moreover the negative example effect come from researcher Saeli (2016) that students feel unpleasant with all red in their essay that give by lecturer, they think if their tuition only to get their essay back turned with red ink by lecturer will never happen if students understand what lecturer mean in the written corrective feedback it.

Students will get confuse if receive correction form like a circle or cross sign without any explanation such as instruction of using symbol of indirect corrective or information in the form of feedback. They will confuse what will do next also they do not know why their essay back with the sign without any explanation on it. From this lecturer should aware that corrective will be more effective if provide the feedback moreover clear instruction on students work. The

prove come from students in one research that conduct by Dawden et al deliver that he/she realize that written feedback is very important to helps him/her understand, add what he/she knows about, improve knowledge, things that need to improve and understanding if she/he needs to improve the writing grade. Good impact shows clearly that lecturer can reach success teaching writing if not only giving correction but also feedback in constructive way.

From various studies described above, the researcher is interested to research entitled the lecturer`s written corrective feedback practices in essay writing class at english department of IAIN Tulungagung. This topic research that researcher wants to conduct is related with the procedure in giving written corrective feedback in class and the contributive written corrective feedback to improving students` writing product by the lecturer as the part of practicing with concentration in writing essay. The written corrective feedback that will give can include some various aspect of student writing based on Saeli (2016) that conduct research in Iran, those that can give feedback such as on form (grammar), content (coherence), organization (introduction/methods/results), discussion (framework in many empirical essays) and mechanics (punctuation) depend on the lecturer/teacher to choose as necessary in class. Students can deliver their experience about the contribution of written corrective feedback that they get from lecturer so the written corrective feedback can improve their writing product.

This research conduct with the goal to know the practices of written corrective feedback in university by the lecturer also help the students deliver they experience from the contribution of written corrective feedback at writing class

inside, it will works well or it does not make any senses in their writing ability also how it contribute to the students` writing performance. Students are active participant in writing learning process. They give a big contribution to make a better system of written corrective feedback process based on their learning experience.

B. Formulation of Research Question

Based on the background of the research, the research problems of this study are:

1. How does the lecturer practice written corrective feedback in essay writing class at english department of IAIN Tulungagung?

This question is elaborated into:

- a. What type of written corrective feedback is used in the essay writing class?
 - b. What are the steps in giving written corrective feedback in the essay writing class?
 - c. When does the lecturer give written corrective feedback in the essay writing class?
 - d. What is the focus of written corrective feedback in the essay writing class?
2. How does the lecturer written corrective feedback contribute to the students in essay writing at english department of IAIN Tulungagung?

C. Objective of The Research

The aim of this research is to describe the practices of written corrective feedback (type, steps, time and focus) in teaching essay writing and to know its contribution on students` essay writing at English department of IAIN Tulungagung

D. Significance of The Research

This research findings are expected to give benefit for:

1. The lecturers

First contribution is dedicated to lecturers to know the procedure in providing written corrective feedback in essay writing class also gives insight to uses this written corrective feedback in class.

2. The Future Researcher

Second contribution is dedicated to future researcher to help them conduct research in different aspect so they can use this result for their reference and as their previous study to enrich their literature of research process.

E. Scope and Limitation

This research studies on the practicing of written corrective feedback for teaching essay writing and also the contribution of written corrective feedback to the students` TBI 2A IAIN Tulungagung. Then, the researcher only focusses on the type of written corrective feedback which lecturer practices in essay writing class.

F. Definition of Key Terms

Some key terms of this research topic that will investigate need to be explained here to avoid misunderstanding:

1. Written Corrective Feedback refers to any teacher respons in the form of teacher note which puts on the students draft to helps their students to improve their writing skill.
2. Essay Writing refers to a course of English department in IAIN Tulungagung. Essay is a group of paragraphs which consist of topic sentence, support and concluding sentence, it usually discusses one topic inside.