

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

The important of writing as the one way of communication which can be stored for a long time has been explained by Allah SWT as general in the Qur'an Al Baqarah: 282.

يَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا تَدَايَنْتُمْ بِدِينٍ إِلَىٰ أَجَلٍ مُّسَمًّى فَاكْتُبُوهُ ۚ وَلْيَكْتُبَ  
بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ ۚ وَلَا يَأْبَ كَاتِبٌ أَنْ يَكْتُبَ كَمَا عَلَّمَهُ اللَّهُ ۚ  
فَلْيَكْتُبْ وَلْيَمْلِكِ الَّذِي عَلَيْهِ الْحَقُّ وَلْيَتَّقِ اللَّهَ رَبَّهُ ۚ وَلَا يَبْخَسَ مِنْهُ شَيْئًا ۚ



This verse clearly explains that human need to write for communication, even the word 'writing' is repeated many times. It means writing is really important in human live for keeping the humans' communication in long time. Through writing, human's feeling, idea and expression will be saved as long as the written still saved.

Writing is one of the four language skills which is very important to learn. As Jack and Willy (2002, p.303) said, "Writing is the most difficult skill for

second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.”

Tarigan (1994: 3) explains the definition of writing as a skill of language. He said that writing is one of the language skills which is used to communicate indirectly, without having face to face with other people. Nunan (2003: 88) says that writing can be defined by a series of contrast: it is both a **physical** and a **mental** act, its purpose is both to **express** and **impress** and it is both a **process** and a **product**. The definition can be explained as follow: physical and mental mean that writing is physical action to pour some words or idea to some medium, while the same time our mental working to inventing ideas, thinking how to express into some words and arranging them into statements and paragraphs that able to be understood by the readers. Express and impress mean that a writer typically serves two masters, himself and his desires to express an ideas or feeling and readers. Process and product mean that a writer needs some steps of working to get a product of writing form. The writer must imagine, organize, draft, edit, read, and reread. From the explanation above, 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.

Competence in writing includes structure, diction, spelling, punctuation, etc. the writing skill is complex and difficult to teach. It requires students’ mastery in conceptual and judgment element.

In writing process, it must be done step by step. It needs more exercise. The teacher will become more interested in the process writers go through in composing text. Writing without structure accomplishes as writing a mock structure, whereas students need structure. Therefore, the students need models to practice, need to improve their skills, and need time to think through their ideas to revise and to write for real audiences and real purposes. From the explanation above, it can be stated that the process of good writing needs long time.

There are many types of written text, and descriptive is one of them. Descriptive paragraph is characterized by sensory details, which appeal to the physical senses, and details that appeal to a reader's emotional, physical, or intellectual sensibilities. Determining the purpose, considering the audience, creating a dominant impression, using descriptive language, and organizing the description are the rhetorical choices to be considered when using a description.

The evaluation of student sheet was based on the aspects of writing ability, and the scoring was based on the writing scoring system. The aspects of scoring were content which is to know whether the content of the text is full of information, substantive (make a clear thesis development), and relevant with the problem; organization aiming at knowing whether the organization of the text is about fluency in expressing ideas, reveals clear ideas in good organization, shows cohesive and logic sequence; vocabulary which is to explore: whether the students are expert in the using of vocabulary, choose the

correct word as its function, and master in forming word; style, style whose aim is to reveal whether the students use effective complex sentence construction and make only few faults in the using of grammar; and mechanic showing whether the students master the role how to write and make only few mistakes in the spelling (Nurgiyantoro, 2001: 48).

In process of writing descriptive paragraph, students can not automatically done it right. Here, the role of the teacher is needed. The teacher must give the students a feedback in process of writing. Feedback is information that is provided to students about whether or not their production and interpretation of language is appropriate (Cameron, 2001, p.237). The corrective feedback given to students will encourage students to learn if the provision of information could explain where the mistakes of students and can provide guidance for students to reduce the mistakes.

Allah said in the Holy Qur'an (QS. Ali Imran: 159).

فِيمَا رَحْمَةٍ مِّنَ اللَّهِ لِنْتَ لَهُمْ<sup>ط</sup> وَلَوْ كُنْتَ فَظًا غَلِيظَ الْقَلْبِ لَأَنَّفَضُوا مِن حَوْلِكَ  
فَاعْفُ عَنْهُمْ<sup>ط</sup> وَأَسْتَغْفِرْ لَهُمْ<sup>ط</sup> وَشَاوِرْهُمْ فِي الْأَمْرِ<sup>ط</sup> فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ<sup>ج</sup> إِنَّ  
اللَّهَ تَحِبُّ الْمُتَوَكِّلِينَ ﴿١٥٩﴾

From this verse, Allah gives the example for us to briefly solve a problem, teachers should communicate to the students gently, to make them

comfortable in teaching and learning process, give a good respond about students' mistake and error to improve their understanding, it is precisely with these error, the teacher gives feedback and knows in term of what students still have difficulties in teaching and learning process.

Direct corrective feedback, in which teacher gives comments on the students writing, can be beneficial since it can directly show the students the errors or mistakes that they have made in their work (Harmer, 2007, p.151). In practicing direct corrective feedback, teacher usually explains the reason behind the mistakes, and he or she further explains what the students should do. This can include the deleting of an excessive part, the provision of a necessary section, and the insertion of the exact form. Direct corrective feedback leads the students to revise the mistakes at number 88% (John Bitchener, Stuart Young and Denise Cameron, 2005).

The researcher has done a preliminary research in SMA Korpri Banjarmasin and the researcher found out that the students still lack in writing ability of the descriptive text. The students made errors in certain areas such as grammar, lack of vocabulary, gathering idea, and mechanism. Many students of tenth grade of SMA Korpri Banjarmasin thought that their weakness in writing because they had difficulties in finding and developing their ideas, lack of vocabulary, and they often forget about the grammar rules in the writing.

In the teaching writing, usually the students were asked to make a piece of work of free writing based on the theme given and submitted their work. The

teacher handed back their writing which had been provided with corrective feedback. Mostly the corrective feedback on students' writing was in forms of indirect corrective feedback. The teacher preferred this kind of feedback because he thought that the indirect corrective feedback was the easiest and the fastest way to give correction to the students' writing. It was less time consuming. Indirect corrective feedback was one of types of feedback which provides the students by underlining or signing their errors without making the errors into the correct form. As to the students of SMA Korpri Banjarmasin, this kind of written corrective feedback was helpless for them. Many students ignored the feedback which had been provided by the teacher. It leded a tendency of making the same errors on their subsequent writing task.

As the problem above, the researcher found out the lack of technique in providing the feedback by the teacher. The input of the teacher on students' writing was indirect corrective feedback which was still lack in making the students comprehend what errors were they have made.

The researcher believed that providing direct corrective feedback was crucial in order to improve students' writing ability. Feedback had been widely discussed in SLA field. Behaviorism viewed an error should be corrected. As Ellis (2009:31) pointed out that "habit are formed when learners respond to stimuli in the environment and subsequently have their response reinforced so that they are remembered". Many researchers had been conducted to investigate the effectiveness of the corrective feedback. As Truscott (1996) argued that in

his study, corrective feedback does not improve students' accuracy, there were numerous researcher who against his idea. Ferris (2004), Bitchener (2005) and Chandler (2003) believed corrective feedback indeed can improve students' writing accuracy.

Related to this research, the researcher got some previous study that have similar ideas, the title is Using Direct Written Corrective Feedback to Improve Eighth Grade Students' Spelling Accuracy in SMPN 15 Yogyakarta written by Firdauzia (2016). Her study is about the students' spelling accuracy in writing English. She figures out that the students made fewer mistakes after receiving the direct written corrective feedback from the researcher. And the other research is Corrective Feedback in L2 Writing: A Study of Practices and Effectiveness in The Bahrain Context written by Mubarak (2013) which aims to investigates the effectiveness of two types of written corrective feedback (a. direct corrective feedback in the form of corrections of errors next to or above the original errors and b. indirect corrective feedback in the form of error underlining). He found out that there was no difference in the effectiveness between the first types of feedback compared to the second.

According to those previous study, the similarity is in direct corrective feedback which is to know the effectiveness of direct corrective feedback. However, the most obvious difference between those previous studies and this research is focused on descriptive text which is a problem encountered by researcher in SMA Korpri Banjarmasin.

As the problem from the students above, the researcher viewed that the revision as the output was necessary in order to make the students know and analyze what errors that they had made.

The researcher will conduct experimental research with the purpose of solving students' problem in writing descriptive text. By applying feedback technique was direct corrective feedback, the researcher provide the students with the feedback on their writing as the input.

Based on the background of the study above, it can be underlined that there are some problems related to students' writing ability in writing descriptive text of tenth graders at SMA Korpri Banjarmasin.

Writing skill is, basically, the ability to write sentences and paragraphs correctly with proper grammar, spelling, and punctuation. However, writing in a new language is a very complex task since writers have to deal with the differences between the first language writing and the targeted language writing. The new language has different use of its language features. Therefore, in writing English, EFL students often influenced by the use of language features in their first language writing. It leads the students to make errors in their targeted language writing.

The other problem is the teacher do not provide the students with appropriate feedback. In this case, the teacher prefers give indirect corrective feedback since it is easiest feedback. This feedback is not working effectively



to students' understanding in writing descriptive paragraph. Since the students face difficulty in writing, the teacher should provide the students with feedback that make them feel at ease. Besides, indirect corrective feedback sometimes do not cover the students needs in learning writing.

And the last problem is the students spent the time for writing ineffectively with poor result. They have pesimistic feeling about writing. It makes them hesitate to start writing. The students also face difficulty in generating and organizing their ideas. Some of the students have too many ideas to write, and the rest of them have too few ideas or they don't even have any idea. They often spend much time in getting ideas yet they still don't know how to start their writing. They also confuse to decide what to write first and what to write next.

Based on the discussion above, the researcher proposes to conduct a study with the title: **“The Effectiveness of Direct Corrective Feedback in Improving Tenth Graders’ Descriptive Text Writing Ability at SMA Korpri Banjarmasin.”**

## **B. Statement of Problems**

The researcher constructs the research questions as mentioned below:

1. How is the effectiveness of direct corrective feedback in improving students' writing ability on descriptive text?

2. How is students' response toward the use of direct corrective feedback in writing descriptive text?

### **C. Objectives of Study**

From the research question, the purpose of this research are:

1. To know how the effectiveness of direct corrective feedback in improving students' writing ability on descriptive text.
2. To know students' response to direct corrective feedback as a feedback in teaching class to improve their writing skill especially in descriptive text.

### **D. Significance of Study**

The result of the study is expected to be used theoretically and practically:

1. Theoretically
  - a. The result of this study is expected to be able to widen the skill of teachers in using direct corrective feedback in order to improve students' writing skill.
  - b. As a reference to other researchers who want to study about direct corrective feedback more intensively in teaching writing.
2. Practically
  - a. The result of this study is suggested to apply direct corrective feedback to develop the students' competence in English writing skill.

- b. The use of direct corrective feedback by teacher in writing can make the students more confidence and minimalized their mistakes in writing descriptive text.

### **E. Hypothesis of Study**

The hypothesis of this study was prepared as a tentative answer for the research problem stated previously. In this case the alternative hypothesis is:

Ha: “Using direct corrective feedback by teacher is effective in writing Descriptive Text”

Because of statistical computation the alternative hypothesis need to be into be null hypothesis is:

H<sub>0</sub>: “Using direct corrective feedback by teacher is not effective in writing Descriptive Text”

### **F. Definition of Key Terms**

To avoid misunderstanding towards the title of this research, the writer will describe some key terms as follows:

#### 1. Effectiveness

Effectiveness according to this research is means the researcher want to know if there is an improvement after given direct corrective feedback in their

descriptive text writing task. It was taken from the scores of pre-test and post-test.

## 2. Writing

Sokolik (2003) describes writing as the mental work which involves inventing ideas, thinking about how to express them, and organizing them into sentences and paragraphs that will be clear to readers. In this study, writing refers to an activity of inventing students' ideas and organizing them into clear sentences and paragraphs.

## 3. Direct corrective feedback

According to some sources, direct corrective feedback is any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance.

## 4. Writing Descriptive Text

Based on the some sources, descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In this research, the students asked to make a descriptive text in each meeting as a procedure by the researcher to get data that will be counted whether it is effective or not.