# CHAPTER I
# INTRODUCTION

## 1.1    Background of the Study

There are four important English skills that all learners wish to develop in English learning, such as skill of listening, reading, speaking, and writing. Of the four talents, writing is one of the most active and productive abilities in everyday life.

Writing is considered as one of the productive skills that students must be taught and mastered in school. It is the most crucial skill in English teaching and learning. It is used to reinforce language that has already been taught. Writing skills can be utilized to write notes about what they have learnt during the learning process. Students are also encouraged to write, particularly in the use of accurate language, because writing can stimulate well development as problems are resolved, which writing brings to their attention.

The reason writing should be taught and mastered in school because when students struggle to explain themselves orally, they often offer their ideas or thoughts through writing. For example, if they are unable to express themselves orally, students will express themselves through writing. It is also frequently useful as preparation for other activities, such as questionnaire-type tasks. During the examination, the teacher will ask them to respond in writing (Harmer, 2004). Nonetheless, the hardest skill for English students to learn is writing. (Richards and Renandya, 2002).

According to the finding of Harsyaf, et al (2009), the most difficult talent to learn is writing. Many people or students, for example, are unable to write appropriately; they typically find it difficult to construct a concept and to write. On the other hand, students often struggle to pick appropriate words or phrases, and as a result, they write erroneous words in their writing; thus, the teacher must pay attention to the students at this time so that the students understand and can examine their mistakes. The teacher should correct the students for any mistakes they have made (Liaghat, Farahnaz, (H. Hashemnezhad & N. Hashemnezhad, 2018).

Introduce by Fauziati, (2004), errors often committed by students who have not yet fully mastered a linguistic system. Corder, (1967) claims in Fauziati, (2004), mistakes are inappropriate utterances produced by a failure to employ appropriate utterances. Errors are variations induced by a number of circumstances, include memory loss, fatigue, emotional torment, and so on. It was stated that many pupils continue to make mistakes in their writing. As a result, teachers' roles in providing feedback to students are critical, because good feedback from teachers may serve as a guideline for students' writing.

Corrective feedback is viewed as a method that influences what students do. (Russell, 1998). It is unquestionably feasible and required. According to Lewis (2002), feedback is a device for teachers to explain their theory of test language, as well as give teachers information on their personal and group class development. It is almost like a review of their instruction to the pupils.

When students' work is returned to them, it does not end. The teacher can not use the phrase feedback in a meaningful way until students take action. (Russell,

1998). It is a great strategy for helping students become more autonomous and accountable for their writing's linguistic quality. In addition, students will be more motivated and the classroom environment will be more engaging if teachers provide positive feedback.

Moreover, good feedback can be compelling if done well. It contains information that can improve the learning obstacle from the students, whether their writing is done correctly in a reasonable manner or the opposite (Russell, 1998). On the other hand, good feedback contains corrections, suggestions, and improvements. If students can use and understand feedback, they can execute steps to improve their writing skill on the assignment if they were stuck on it.

The nature of "comment studies" or corrective feedback altered as the literature on motivation started to emphasize the relevance of feedback's functional meaning. Butler and Nisan (Butler, 1987, 1988; Butler & Nisan, 1986) studied the impact of grades (evaluative), comments (descriptive), and no feedback on learning and motivation. They used two distinct tasks, one quantitative and one requiring divergent thought. Students who received descriptive remarks as feedback on their performance from the first session scored better on both tasks in the final session and expressed more motivation for them. Students who got and were provided with evaluative ratings as feedback on their first session's work did much better on the quantitative portion of the final test, but were less motivated on the opposing assignment. The group that did not receive or provide feedback fared badly on both tasks at the last session and was less motivated (Russell, 1998).

More recently, scientists have attempted to decipher, from a century's worth of cumulative study on feedback, what makes some feedback successful and others ineffective. (Li & Vuono, 2019). (Bangert-Drowns, Kulik, Kulik, & Morgan, 1991; Butler & Winne, 1995; Hattie & Timperley, 2007; Kluger & Denisi, 1996). Other scholars have focused on defining the attributes of effective feedback (Johnston, 2004; Tunstall & Gipps, 1996).

The writing ability of students in the eleventh grade at Al-mawaddah Boarding School is quite good, but not quite good in grammatical. This occurs because pupils frequently do the same mistakes about the wrong grammatical and have a restricted vocabulary; instead, they write what they believe without consideration for whether their writing is accurate or not. They believe they do not need to discuss with the teacher about their writing, therefore they compose their assignments freely. They are less engaged and lack competence in their writing, hence they do not care about it. Typically, students prefer to perform tasks with only a choice task (multiple choice) rather than constructing sentences into whole paragraphs.

In summary, teachers have to provide correction to pupils in their writing based on the difficulty that they experience. Teachers frequently provide feedback to students in order to reduce the difficulty for the students. When students write wrong sentences, the teacher should directly provide feedback so that the students realize their error in writing. In the students' writing, the teacher provided written remedial remarks. Furthermore, teachers write notes on the students' writing so that the students are aware of their errors. Teachers are continuously paying attention to their students and providing comments if necessary. Corrective feedback provided

by teachers may decrease and reduce students' grammatical errors; as a result of every feedback provided by teachers, students will learn how to write correctly. Corrective feedback from teachers can be one method for reducing students' errors. Teachers can also monitor students' writing development by providing corrective feedback.

The researcher chooses the issue of corrections, since as a dissociation of corrective feedback, that can help the students to identify their mistakes and can solve their problems in writing with corrective feedback from the teacher. The study concentrates on how well the teachers provide corrective feedback to the pupils. "Teacher Corrective Feedback on Students' Writing at The Eleventh Grade of Al-Mawaddah Islamic Boarding School for Girls" was the title of the study. The results of this research are expected to enhance students in improving their writing skills, reinforcing their competencies in understanding lexical and grammatical errors and helping them to gain new vocabularies as well.

## 1.2    Statement of the Problem

As the focus of the research goals to analyse how the teacher's corrective feedback approach the students writing, this research is geared toward answering here are the research questions:

1.  What are the types of oral and written corrective feedback used by the teachers in teaching writing class at Al-Mawaddah Islamic Boarding School for Girls?

2.  What are the students' preferences in receiving the corrective feedback from the teacher?

3. What are the benefits that the students get from teachers' corrective feedback on students' writing at Al-Mawaddah Islamic Boarding School for Girls?

**1.3    Purpose Of the Study**

2. To know the types of oral and written corrective feedback used by the teachers in teaching writing class at Al-Mawaddah Islamic Boarding School for Girls

3. To analyse the students' preferences in receiving the corrective feedback from the teacher

4. To describe the benefits that the students get from teachers' corrective feedback on students' writing at Al-Mawaddah Islamic Boarding School for Girls

**1.4    The Benefits of the Study**

This study is expected to enrich the understanding of the theories of corrective feedback to the students, teachers and the researcher.

1. For Students

Since the eleventh-grade students of Al-Mawaddah Islamic Boarding School for Girls is being the participant of this study, this research is expected to be contributory and motivation to English teaching and learning practices for the students from the proper corrective feedback that given by the teachers.

2. For Teacher

This research may serve as a resource for teachers' professional growth and reflection. In general, teachers' professional growth might occur when they relate the situations depicted in the study to their own conditions in order to determine the student's issue.

3. For Researcher

The researcher gains many knowledge and experience from the data that had been gathered through the class activity. It also provides information for the researcher of the writing learning process in Al-Mawaddah Islamic Boarding School for Girls.

4. For Al-Mawaddah Islamic Boarding School for Girls

As a resource for learning more about the model in teaching and learning in the field of writing class for the educational at Al-Mawaddah Islamic Boarding School for Girls, specifically in corrective feedback. So that students at school may enjoy learning the materials of writing and the teachers can give the best types of oral and written corrective feedback to identify the student's error on writing class.

## 1.5    Scope And Limitation

1) Scope: Teacher Corrective Feedback Implemented in Teaching Writing At Eleventh Grade Students of Al-Mawaddah Islamic Boarding School for Girls.

2) Limitation: The research concentrated on corrective feedback approach in teaching the skill of writing provided by the teacher. The researcher was interested in how the teacher provided corrective feedback to the pupils. The subject of this research at eleventh grade students of Al-Mawaddah Islamic Boarding School for Girls, Ponorogo. The researcher chose this issue as a research topic for a reason: corrective feedback from teachers is crucial for improving students' writing skills, and students' success or failure in writing may be dependent on their receiving and understanding of corrective feedback from teachers.

## 1.6    Definition of Key Terms

To make it easier to understand the terms in this study, several terms are described based on expert explanations as bellow:

1) Writing                                 : Is an experiment in prospects, such as the reader's ability to evaluate the writer's aim. (Hyland, 2004)

2) Corrective feedback            : Is defined as incorrect reactions to learners' utterances. (Ellis, 2009; Thi & Thao, 2017)

3) Written corrective feedback     : Is widely defined include direct or indirect error correction, words of encouragement or praise, remarks, guidance, and suggestions that encourage students to improve their written compositions. (Irwin, 2018)

4) Oral corrective feedback        : Oral corrective feedback (OCF) is support provided by a teacher to students on their spoken faults. (Alkhammash, & Gulnaz, (2019)