

# CHAPTER I

## INTRODUCTION

### A. Research Context

There are many English skills which are important that should be mastered by someone who wanted to be successful in English learning, such as listening, reading, speaking and writing. Writing is one of the most important skills that include productive skills. Writing involves transferring ideas, ideas and thought through the symbols that are written to someone else. Writing enables us to share information, knowledge, and also to establish communication.<sup>1</sup> In writing various genres such as poetry, essays, articles, recount text, narrative text and so on. In this research the researcher chooses recount text. Recount text is a text that tells the reader about one story, action or activity. Its goal is to entertain or inform the reader or recount text which retells an event or experience in the past.<sup>2</sup>

Based on Supianis's study, the students sometimes get difficulty in expressing the ideas and organizing their ideas in a good paragraph. They often get difficulty in choosing and using appropriate words. They also get difficulty in grammar. They have difficulty in determining mechanics.<sup>3</sup>

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<sup>1</sup> Yeni Okatrina, "Recount Text Reading Materials In the 21<sup>st</sup> Century Learning", (Bandung: Publisher Media Sains Indonesia), p. 5.

<sup>2</sup> Yeni Okatrina, "Recount Text Reading Materials In the 21<sup>st</sup> Century Learning", (Bandung: Publisher Media Sains Indonesia), p. 5.

<sup>3</sup> Supiani, Improving the Students' Ability in Writing Descriptive Text Through Collaborative Writing Technique, Journal of English as a Foreign Language, 2012, p. 12.

Based on the preliminary study on Monday 3<sup>rd</sup> April 2023 interview with teachers the ability of the students from tenth grade at SMP Al-KhairatRobetal Sampang in writing recount text was not satisfying, this happen because commonly the students did not care about their grammar and vocabulary, usually they immediately wrote what they think without regardly to their writing was correct or not. They felt it was not necessary to consult their writing to the teacher so they wrote their assignment freely. Based on the result of observation, many student need teacher's feedback. Feedback can improve students' writing performance, it may cause positiveand negative can improve students' and teachers. It can be positive when the students learn the teacher's feedback, it improve their writing performance. On the contrary, if they do not learn the teacher's feedback, it gives negative effect.<sup>4</sup>

Teaching writing skill is full of challenges, because the students get difficulty in writing as explained above. The teacher needs to solve those problems by giving the appropriate strategy to the students. One of suggested strategies is written corrective feedback for teaching writing. Teachers might address the contents of the text, the ideas presented in students' writing, the organization, and the appropriateness of the vocabularies used in their writing.<sup>5</sup>

Previous studies showed that written corrective feedback is effective for the students. When using direct feedback, teachers point out the errors and provide the corrections. When they use indirect feedback, teachers indicate the

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<sup>4</sup> observation ninth grades English teacher 27 maret 2023

<sup>5</sup> Beuningen, C.V. *Corretive Feedback in L2 Writing: Theoretical Perspectives, Empirical Insights, and Future Directions*. International Journal of Emglish Studies, 2010. P. 1-27.

errors without providing corrections, leaving the students to discover the errors for themselves.<sup>6</sup> It is important in improving the students' writing accuracy. The students can understand their mistake then they cannot make their errors at the second time.

Ellis stated that corrective feedback is effective in helping the students to eliminate errors in redrafting their writing. It means that the students can analyze their errors.<sup>7</sup> They believe that using the teacher's feedback helped them in improving their ability in writing, mainly in terms of grammatical aspects.<sup>8</sup> As Shirota stated that written corrective feedback has been proven to be a key tool to improve students' writing.<sup>9</sup> Because written corrective feedback is effective, the teachers should teach them maximally. The research implies that the method is used not only to respond to the students' writing, but also to affect their writing ability. In this respect, the teacher should consider implementing a small conference to maximize the use of indirect corrective feedback.<sup>10</sup>

Giving corrective feedback is one of the important techniques in helping the student writers improve their writing pieces, it help the students to improve their writing. If the mistake are ignored in the early stages without given any feedback, it will be more difficult to deal with them later on. Therefore, it

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<sup>6</sup> Bitchener, J., Yong, S., & Cameron, D. *The Effect of Different Types of Corrective Feedback on ESL Student' Writing*. Journal of Second Language Writing, 2005. P. 191-205.

<sup>7</sup> Ellis, R. *A typology of Written Corrective Feedback Types*. ELT Journal, 2008. P. 97-107.

<sup>8</sup> Tangkiengsirisin, S., & Karla, R. *Thai Students' Perceptions on the Direct Vs. Indirect Written Corrective Feedback: A Thai University Context*. Arab World English Journal, 2016. P. 161-172.

<sup>9</sup> Shirota, F.B. *The Effect of Indirect Written Corrective Feedback on Students' Writing Accuracy*. Journal on English as a Foreign Language, 2016. P. 101-118.

<sup>10</sup> Septiana, A.R., Sulisty, G.H., & Kadarisman, E.A. *Corrective Feedback and Writing Accuracy of Students Across Different Levels Of Grammatical Sensitivity*. Indonesian Journal of Applied Linguistics, 2016. P. 1 -11.

should be given because it is helpful for learners. If the teacher corrects the mistakes of the students' writing. It will help the students learn the mistakes on their writing. Learning their teacher's feedback will help the students avoid those mistakes in the future. This is one of the positive effects of the teacher's feedback.<sup>11</sup>

Related to the explanation above, the researcher will conducted a research conducted a research entitled "*The Implementation Of Corrective Feedback In Writing Recount Text For Ninth Grades Of Junior High School Al-kharat Robatal Sampang*". This study is intended to give information about how does the teacher corrective feedback implement of writing recount text for ninth grade of junior high school Robatal Sampang and what are the advantages when implementation corrective feedback in writing recount text for ninth grade of junior high school Robatal Sampang.

## **B. Research Focus**

Based on research context implement has two problems:

1. How does the teacher implementating corrective feedback in writing recount text for ninth grade of junior high school Robatal Sampang?
2. What are the advantages of implementing corrective feedback in writing recount text for ninth grade of junior high school Robatal Sampang?

## **C. Research Objective**

To answer the problem above, the researcher had determined the objective study as followed :

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<sup>11</sup> Dedeh Herlinawati. *The Effect of Teacher Corrective Feedback on Students' Writing of Descriptive Text*. Department of English Education Faculty of Education Sciences. Syarif Hidayatullah State Islamic University. 2018

1. To describe how the teacher implementing corrective feedback in writing recount text for ninth grade of junior high school Robatal Sampang.
2. To know what are the advantages of implementing corrective feedback in writing recount text for ninth grade of junior high school Robatal Sampang.

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

The significant of study presents the usefulness or urgency of research, both scientific (theoretical) and social (practical). Scientific significant use of the development of science while for social significant is used to improve the issue in the next period.<sup>12</sup> The significant of study is formulated as follow:

##### **a. Theoretical**

The researcher hopes this research our knowledge about The implementation corrective feedback in writing recount text for ninth grader of junior high school Al-Khairat Robatal Sampang in order the students able to understand well the material in recount text..

##### **b. Practical**

###### **a. For the English Teacher**

The research hope that this research can be used for the another teacher to choose the suitable method in teaching recount text. Especially for students because the suitable method will make the teachers esier to manage the class.

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<sup>12</sup>*PedomanPenulisanKaryaIlmiah* (Pamekasan: IAIN Madura, 2020), 19.

b. For the Students

For a student hopefully, this research can make them easier when the student learning essay writing and also the student able to arrange the word and comprehend the meaning of the word.

c. For the Researcher

For researchers as a teacher candidate this research can be experience and add his knowledge in teaching learning process that very important for the teacher to choose the suitable method in order the students interest with the material.

## **E. Definition of Key Terms**

Definition of key term is required in order to avoid the different understanding or the unclear definition.<sup>13</sup> To avoid misunderstanding for the readers in classifying about the key terms, the researcher would like to explain the term use in this research. They are as follows:

1. Writing is an activity in which people transfer their thought into some words in written form.
2. Recount text is a type of English text that contains stories or experience in the past. The point is to entertain and provide information to the reader.
3. Corrective Feedback is a type of feedback with the aim is to correct any error or mistake done by the students in their work..

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<sup>13</sup>*Pedoman Penulisan Karya Ilmiah* (Pamekasan: IAIN Madura, 2020), 19.

## F. Previous Study

According to Novika Agustingsih her dissertation entitle “*A Study On Direct Corrective Feedback In Improving Students’ Writing Performance And Motivationh At MTS YP KH Syamsuddin Ponorogo*”.<sup>14</sup> has conclude that in the students’ responses toward the implementation of direct corrective feedback in improving the students’ writing performance were positive. It was noted that the students felt happier when they went some positive direct corrective feedbacks. The students were motivated by the teacher’s direct corrective feedbacks. They also become more careful when doing their assignment and they were not afraid to ask the teacher when they had difficulties. Through the implementation of direct corrective feedback it was easier for the students to understand the lesson

Another researcher namely Dedeh Herlinawati on her dissertation entitle “*The Effect of Teacher’s Corrective Feedback on Students’ Writing of Descriptive Text*”<sup>15</sup> has concluded it could be assumed that teacher’s corrective feedback had large size effect on students writing. In fact, the students in the experimental class became more confident and active in submitting their tasks. The result also showed that many students improve their writing skills in content, organization, vocabulary and language use.

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<sup>14</sup> Novika Agustingsih. *A Study on Direct Corrective Feedback in Improving Students’ Writing Performance and Motivation at MTS YP KH Syamsuddin Ponorog*. English Education Department. Faculty of Tarbiyah and Teacher Training. State Institute of Islamic Studies Ponorogo. January 2021.

<sup>15</sup> Dedeh Herlinawati. *The Effect of Teacher Corrective Feedback on Students’ Writing of Descriptive Text*. Department of English Education Faculty of Education Sciences. Syarif Hidayatullah State Islamic University. 2018

The similarity with the research is using corrective feedback method in teaching learning writing and the differences the dissertation with the research is object research and topic. In this research researching ninth grader junior high school Al-Khairat Robetal Sampang with the topic is recount text but in the second previous study researching students of senior and junior high school and the topic is general about writing.

Another previous study from Septia Tri Gunawan on her dissertation entitle “*The Effect of Teacher’s indirect corrective Feedback Technique on Student’s Writing Ability of Explanation Text*”.<sup>16</sup> The data showed applying teacher’s indirect corrective feedback technique to improve eleventh graders writing ability of explanation text has significant results rater than the equaled-level students who did not gain the same treatment at SMA Negeri 85Jakarta. Indirect corrective feedback is a suitable way to teach writing explanation text for eleventh graders at SMA Negeri 85 Jakarta.

Another reserach, Fajar Kresno Alwiyono entitle “*Student Preferences on Teacher’s Written Feedbacks in English Descriptive Writing at SMA Negerib 2 Sidoarjo*”.<sup>17</sup> Based on the data obtained in finding, there are four types of feedback b the teachers. These feedback are praise, criticism, suggestion and corrective feedback. Then the students’ preference on teaher written feedback in finding. It is shown that students have high preference on corrective.

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<sup>16</sup> Septia Tri Gunawan. *The Effect of Teacher’s indirect corrective Feedback Technique on Student’s Writing Ability of Explanation Text*. English Education Department. Syarif Hidayatullah State Islamic University Jakarta. 2019.

<sup>17</sup> Fajar Kresno Alwiyono entitle. *Student Preferences on Teacher’s Written Feedbacks in English Descriptive Writing at SMA Negerib 2 Sidoarjo*. English Teacher education department Faculty of Tarbiyah and Teacher Training. Universitas Islam Negeri Sunan Ampel Surabaya. 2019.



Corrective feedback became the students preference because of some reason. Students believed that corrective feedback can know mistakes in grammar, they also know their mistake and know how to solve it, thry also can correct th previous error.