CHAPTER I

INTRODUCTION

This chapter discusses the introduction which is divided into five parts: background of the study, research questions, purposes of the study, the scope of the study, and significance of the study.

1.1 Background of study

English for Academic Communication course is a course that focuses on using English in writing academic essays. In this course, the students are expected to be able to; understand and explain parts of articles and the meaning of literature review and abstract, do a presentation about both literature review and abstract, and participate in scientific activities. The assignments given are in the form of essays (from assignment 1, 2 & 3). The essays is presented in paper form, power point presentation, and poster. In the end of this course, students have to write their own academic essays that have to be presented in written and spoken forms. Students need teacher's feedback to guide them to be able to write an academic writing.

Giving feedback is common in classroom. The teacher normally gives feedback after the students complete their tasks. Feedback is meant to explain the students how far they understand the materials and how should they do to achieve

learning goals. The teacher sometimes gives feedback in general or personal way. When students share similar mistakes, the teacher gives feedback in choral. However, when students have different mistakes in their works, the teacher somestimes provides feedback individually in oral or written form.

Feedback can be delivered in two ways; oral and written feedback. Oral feedback is feedback given by the teacher verbally. It is commonly given by the teacher in the students' performances. To illustrate, the teacher will ask students to do repetition (one of types of oral feedback) directly, when the students make a mistake in their performance. Meanwhile, written feedback is generally given in written form (comments or symbols) in students' writing. Written feedback can be given in direct (the teacher indicates the error and give the correction) or indirect (the teacher only indicates the error and gives some codes or not) ways.

Feedback is important for students to improve students' writing. Firstly, feedback facilitates students to edit error (Ferris, 2006). Secondly, feedback might reduce students' error in their writing (Ferris, 2006). Thirdly, it also improves students' understanding of grammatical rules (Riazi, 1997). Thus, the accuracy of students' writing improved significantly after students get feedback from the teacher (Chandler, 2003).

The important of feedback can be seen from two major learning theories. In SLA theory, feedback is seen as an important developmental tool which helps learners to be capable for self-expressing effectively in their writings through multiple drafts (Hyland & Hyland, 2006). In socio-cultural theory, feedback is the teacher's key element of the scaffolding to build learner confidence and the

literacy resources to participate in target communication (learners' L2) (Hyland & Hyland, 2006). To conclude, feedback is also viewed as a method to encourage learner motivation and guarantee linguistic accuracy in both SLA and Socio-cultural theories (Ellis, 2009).

Several studies (Bitchener, 2005; 2008; 2010; Chandler, 2000; 2003; Ellis, 2009; Ferris, 1995; 1997; 2006; Ferris et al. 2000; Ferris & Helt, 2000; Ferris & Roberts, 2001; Lalande, 1982; Lee, 1997; Robb et al.,1986; Sachs & Polio, 2007; Sheen, 2007;) have investigated the effectiveness of different types of written corrective feedback; direct and indirect corrective feedback. Some researchers investigated the effectiveness of direct CF ((Lalande, 1982; Robb, et. al, 1986; Sheen, 2007) or indirect CF only (Ashwell, 2000; Chandler, 2000; 2003; Fathman & Whalley, 1990; Ferris, 1995; 1997; Ferris & Roberts, 2001) showed the results that both direct and indirect feedback have the effectiveness in improving the accuracy of students' writing. Unfortunately, most of the studies on written corrective feedback only focus on one single feature. The text used also in revision text only, not in a new piece of text. The studies also grouping the students for each treatment without applying counter-balanced (each student has to get all same treatment). Thus, the results were not comparable.

With exception of Ferris and Roberts (2001), they investigated five features of grammar categories. Ferris and Roberts (2001) focused on the comparison of different types of feedback giving (indirect corrective feedback (coded and un-coded) and no feedback) and their effects. However, this study only sees the students' improvement from one task. Therefore, we can't justify the

result of students' writing. This study was focused only on grammatical error, not also on content writing. Further research is required to examine whether or not students gain the linguistic resources from feedback given by the teacher in their tasks and new pieces of writing with coded corrective feedback and gain the content score of students' writing.

1.2 Research questions

This study based on Ferris and Roberts' (2001) study on how explicit error feedback should be in order to help students to self-edit their own writings. By considering of some its limitation, that is only applying feedback in revision text and only focusing on grammatical error, therefore, three research questions are addressed to guide this study:

1. How do the teacher's corrective feedbacks affect students' revised texts?

2. What feedbacks are given by the teacher on the students' texts?

3. How do the students' revise the texts according to feedbacks given?

1.3 Purposes of study

This study aims to examine how teacher's corrective feedbacks affect students' revised texts. This study also aims to find what feedback are given by the teacher in writing class, and to examine how the students revise their texts according to feedbacks given.

1.4 Scope of study

The study is focused on finding how teacher's corrective feedbacks affect students' revised texts, what feedback are given, and how the students revise their texts according to feedbacks given by the teacher. Students' writing tasks are used in describing corrective feedback used by the teacher and analyzing the number of students' error exists on each of their writings and the content score of their writings. Students' errors categories used for feedback and analysis are verb errors, noun ending errors, articles errors, wrong word, and sentence structure.

1.5 Significance of the study

This study expectantly will be benefit for teachers and further researchers. Firstly, for the teachers, this study can give information about strategy used to give different types of written corrective feedback existed, particularly coded CF and direct CF (focused CF), and give reflection about how corrective feedback given in writing class affect students' writing tasks. Secondly, for the future researchers, this study is used to show what extent ccorrective feedback affects students' writing.