

# CHAPTER 1

## INTRODUCTION

### A. BACKGROUND

The purpose of this study is to improve English as Foreign Language (EFL) learners' grammatical accuracy in writing. EFL writing is considered difficult due to grammatical complexions and idea construction. Some grammatical errors commonly cause and effect problems among students (Ferris cited in Sermsook, Liamnimitr, & Pochakorn, 2017a). Grammatical errors in students' writing are continuously available and happen. This happens because the teachers do not give sufficient corrective feedback to their students' writing. They just put a symbol or mark without explaining what students' errors are (Ferris cited in Samad, Rahma, & Fitriani, 2016). The method of direct written corrective feedback (DWCF) can be a solution of students' grammatical accuracy problem in writing. Teacher gives DWCF with explanation to students' writing including where the errors have occurred, the provision of grammar rules and examples at the end of students' scripts that is called Meta-linguistic Explanation (ME) (Ferris cited in Bitchener & Knoch, 2009).

According to Hyland (2006), teacher's corrective feedback for students in learning EFL is really necessary. It also affords to make students evaluate their previous writing after they get the feedback from their teacher. Meanwhile, teacher's corrective feedback helps students improve their grammatical accuracy in writing and eliminate their grammatical errors (Pan, 2015).

To enhance students' grammatical accuracy in writing, teachers must facilitate their students with effective and engaging feedback (Shay, 2008). Teacher's understandable feedback has been proven to give positive effects to students' learning (Liu, 2008). For example, postulates that teacher's feedback used is to reduce students' grammatical error and leded more grammatical accuracy in students' writing over time. Other previous studies show well-given corrective feedback upgrading students' ability in grammatical accuracy (Ebrahimzade & Mashhadi Heidar, 2014; Farokhi, Langbort, & Johansson, 2013; D. Ferris & Roberts, 2001; Purnawarman, 2011; Hyland cited in Samad et al., 2016). Their results showed that the corrective feedback given to students affords to make their grammatical accuracy in writing improve. Moreover students become more enthusiast to receive their teacher's feedback which makes them realize their errors in writing (Ferris cited in Baleghizadeh & Dadashi, 2011).

In this research, the investigation focus is specified to the effect of teacher's DWCF to students' grammatical accuracy in recount text. This specification targets to the students' need in this context. Grammatical accuracy is considered as the right use of recount text language features, consisting of (a) the use of noun and pronoun (b) the use of past tense (c) the use of linking verb and action verb (d) the use of adjectives to modify noun and pronoun (Boardman, 2008) and the identification of linguistic errors of tenses, linking and action verb and pronoun is used in error correction test. This research is conducted to second grade students in SMAN 26 Bandung. The research is entitled "THE EFFECT OF

TEACHER'S DWCF TO THE STUDENTS' GRAMMATICAL ACCURACY IN WRITING."

## **B. RESEARCH QUESTIONS**

From the discussion above, problems are formulated as follows:

1. What is the students' grammatical accuracy in writing before the students receive teacher's DWCF?
2. What is the students' grammatical accuracy in writing after the students receive teacher's DWCF?
3. What is the significant effect of teacher's DWCF to the students' grammatical accuracy in writing?

## **C. RESEARCH OBJECTIVES**

Based on the discussion above, the study is intended:

1. To find out the effect to the students' grammatical accuracy in writing before the students receive teacher's DWCF
2. To find out the effect to the students' grammatical accuracy in writing after the students receive teacher's DWCF
3. To find out the significant effect of teacher's DWCF to the students' grammatical accuracy in writing before and after?

## **D. RESEARCH SIGNIFICANCES**

The significance of this study is to improve students' grammatical accuracy in writing with teacher's DWCF. Due to the corrective feedback in grammatical aspect which is given to students, students do not realize their grammatical errors in writing. Giving teacher's corrective feedback also make the

students' learn how to identify and correct their grammatical errors by themselves. In addition, teacher's corrective feedback is to make teacher identify the students' writing ability, so teacher affords to measure students' grammatical accuracy, know their common errors and try to find the way to solve it.

In conclusion, this research promotes teacher's effective corrective feedback to students' grammatical accuracy and more engages students in teaching and learning process. Students could improve their grammatical accuracy and become more enthusiast in English classroom.

#### **E. RATIONALE**

Grammatical errors are the most common problem found in the students' text. It is mainly caused by the different language structure from their native language and English (D. Ferris, Liu, Sinha, & Senna, 2013). This obstacle makes the students hard to improve their grammatical accuracy in writing (Ferris, 2003). In writing, grammatical accuracy is essential to maintain the writer's idea and avoid misunderstanding context in the writer's communicating meaning to the readers (Freeman, 2003). Therefore, students' grammatical accuracy is required to improve.

Teacher's corrective feedback is really necessary to improve students' grammatical accuracy in writing a good text. In the same vein, Russel and Spada (2006) defined corrective feedback as the rectification from the teacher about the students' incorrect language use. In writing classroom, teacher's corrective feedback shows students' errors in writing to make them know and realize their

errors (Russell & Spada, 2006). Teacher's written corrective feedback (WCF) involves providing comments and corrections of errors (Elashri, 2013).

In this research, WCF points to the grammatical error corrections in order to improve students' grammatical accuracy in writing and reduce their grammatical errors. Accordingly, WCF is also known as grammar correction or error correction in writing (Truscott, 2007).

There are some types of WCF that the teacher can use in accordance with the teacher's needs (Lee, 2004). Ferris (2013) postulated four types of WCF, namely direct written corrective feedback (DWCF), indirect written corrective feedback (IWCF), focused written corrective feedback, unfocused written corrective feedback,

There are a number of previous studies supporting WCF for improving students' grammatical accuracy. However, the considerable doubt about which types of feedback are the most effective remains (Sermsook, Liamnimitr, & Pochakorn, 2017b). From the four types of feedback, DWCF is this research focus. DWCF is an explicit and direct correction is given by teacher in students' paper works besides giving them symbols of their errors (Ferris, 2012).

According to Ferris (2013) DWCF may be defined as linguistic error corrections including the crossing out of an unnecessary word/phrase/morpheme, the insertion of a missing word/phrase/ morpheme, or the provision of the correct form or structure provided by teacher. Additional forms of direct feedback may include written meta-linguistic explanation (ME) (the provision of grammar rules

and examples at the end of a student's script with a reference back to places in the text where the error has occurred) (Ferris in Bitchener & Knoch, 2009).

(Bitchener & Ferris, 2013) found that DWCF with Meta-linguistic Explanation (ME) indicates a more consistently positive effect than other types of WCF. It is more helpful and effective for lower-level students. It shows a clearer explanation to their grammatical errors and how to correct them (Bitchener cited in Khanlarzadeh & Nemati, 2016).

Focus DWCF with ME to Students' grammatical accuracy in this research is specified to the recount context. Recount text is a text telling a series of experience event in the past based on the writer's history in his life or retelling the other people's historical experiences involving what happened, where the place was taken and when the event occurred (Pardiyono, 2007: 63).

The language features of recount focuses on grammatical linguistic include: a) the use of noun and pronoun b) the use of past tense c) the use of linking verb and action verb d) the use of adjective to describe noun (Boardman, 2008). The significant grammatical patterns in recount consist of: a) focusing on specific participant b) using action verb c) circumstancing of time and place d) using past tense and focusing on temporal sequence (Boardman, 2008).

Students' improvement of grammar accuracy is assessed by the language features of recount. In previous study, the error correction method has conducted in the various contexts. DWCF indicates positive result and positive response, hence it is appropriate to be given to students to improve their grammatical accuracy in writing (Company, 2017).

## **F. HYPOTHESIS**

According to Joyner, Rouse and Glathorn (2013), hypothesis is a tentative purpose statement that establishes the central intent of the study, to predict the outcome of what to be learnt or answered in the study. The hypothesis must be experimental and logical-based or explained. The relationship between variables should be stated in a clear term. Furthermore, the hypothesis can make clear questions that would be researched. This research has two variables; the first is “teacher’s DWCF” as the “X” variable, and the second is “the students’ grammatical accuracy in writing” as the “Y” variable. The proposed relation of the research hypothesis is as follows: “THE EFFECT OF THE TEACHER’S DWCF TO THE STUDENTS’ GRAMMATICAL ACCURACY IN WRITING.” The hypothesis in this study are an alternative hypothesis ( $H_a$ ) and the null hypothesis ( $H_o$ ). The formulated hypothesis are described as follows:

$H_a$ : There is the significant effect to students’ grammatical accuracy in writing after students receive teacher’s DWCF.

$H_o$ : There is no the significant effect to students’ grammatical accuracy in writing after students receive teacher’s DWCF.

## **G. RELATED PREVIOUS STUDIES**

The following discussion is five previous studies related to the effectiveness of teacher’s corrective feedback to students’ grammatical accuracy in writing. The results of previous study become the useful references for this research.



The first study was done by Khanlarzadeh and Nemati (2016), who researched the effect of written corrective feedback on grammatical accuracy of EFL students. The participants were divided into one control group with no error correction and one experimental group with written corrective feedback. The pre-test was conducted by giving the students a writing task to describe a best friend. Writing activities during the treatments involved describing themselves and writing narratives based on picture series. In the post-test, the students were asked to describe a famous person. The result shows that there is no significant difference between the pre-test and post-test. It means that DWCF did not give significance difference to EFL students' grammatical accuracy in writing.

The following study was done by Farokhi (2012) . This research is about the effects of DWCF on Improvement of grammatical accuracy. The participants were divided into one indirect corrective feedback group and one corrective feedback group. This study was conducted by giving them pre-test, treatment and post-test in the instruction of making narrative writing test. The result shows that the WDCF got more significant difference than WICF.

The next previous study was done by Ebrahimzade (2014). This research is about the effect of post-text written corrective feedback on written grammatical accuracy. Thirty-five participants were divided into group A an experimental group with post-text feedback and group B direct corrective feedback. The grammatical errors in this research scoring were focused on the verb tense (simple present, past and future tense), the use of articles and plural noun. The data analysis result showed that group A which received post-text feedback got more



significant different result than the group B who received direct corrective feedback.

The furthermore previous study was done by Purnawarman (2011). This study is about the impact of teacher feedback on EFL students' writing. There were three experimental written corrective feedback groups, one DWCF, one in DWCF and one direct written and in DWCF, the last control group received no corrective feedback. They were given instruction to make a narrative essay. The results show the significant difference from the treatments group where the descent of the grammatical errors happened to three experimental groups and there was no significant difference to the control group with no corrective feedback.

The last previous study was conducted by Marzban & Arabahmadi (2013). This research is about the effect of written corrective feedback on Iranian EFL students' writing. 32 EFL students were divided into two groups, one experimental group given DWCF and one control group with no feedback. This research used a multiple choice grammar test and gave the instruction to write a general topic in 10 minutes. The statistic score result showed that the experimental group got significant effect of DWCF.

From the five previous studies, most of them focus on comparing between direct and in DWCF. They try to find out what method between direct corrective feedback and indirect corrective feedback. They use some genres, namely descriptive text, narrative essay and free writing to measure the students' grammatical accuracy in writing.

In this research, the investigation focus is specified to the effect of teacher's DWCF to students' grammatical accuracy in recount text. This specification targets to the students' need in the context. Grammatical accuracy is considered the right use of recount text language features, consists of (a) the use of noun and pronoun (b) the use of past tense (c) the use of linking verb and action verb (d) the use of adjectives to describe noun and the identification of linguistic errors of tenses, adjectives, linking and action verb, noun and pronoun is used in error correction test. Those become the grammatical points to assess students' grammatical accuracy in writing (Boardman, 2008).

