

CHAPTER I

INTRODUCTION

This chapter consisted of background of the study, previous studies, problems of the study, hypotheses of the study, delimitation of the study, assumption of the study, objectives of the study, significances of the study, operational definition and frame of discussion.

A. Background of the Study

English now is one of the languages used in a variety of business, politic, education, and other fields of life. In Indonesia, English is one of the subjects that must be taught to the students from elementary school until university levels. English has four skills; they are listening, speaking, reading and writing skills. Writing as one of the four language skills in regarded as the most difficult one. Writing is an important skill and a valuable part of any language course. Writing activity involves some components such as grammar, vocabulary, and mechanics as the prerequisite of the written language rule.¹ As Regina and Mary point out, writing is a series of related text-making activities: generating, arranging, and developing ideas in sentences: drafting, shaping, rereading the text, editing and revising”.² In English study program of STAIN Palangka Raya writing is one of conditional subjects. If the students failed in writing I, they could not take writing II, III and IV till they pass writing I.

¹ Jerry G. Gebhard, *Teaching English as a Foreign or Second Language- A Teacher Self-development and Methodology Guide*, Ann Arbor: The University of Michigan Press, 2000, p. 226.

² Regina L. Smalley and Mary K. Ruetten, *Refining Composition Skill Rhetoric and Grammar Fifth edition*, Boston: HH Heinie and Heinle, 2001, p. 13.

In writing classes, there are some techniques for teaching writing. Feedback is one an important aspect of the teaching of writing. Among the kinds of feedback are peer feedback (peer correction) and teacher feedback.³ Similar to any form of human interaction, written comments on student writing are a form of mutual communication between teacher and students. The majority of studies on writing and feedback have demonstrated that teacher written comments play an important role in motivating students to revise and improve their drafts, thereby contributing to the development of their writing abilities.⁴

Moreover, the mistakes in giving feedback on students' paper assignment could be happened. In this case, when a teacher gives a writing task to the students, the teacher asks the students to write good sentences or paragraphs about the topic given. All the students' paper collected are given a score or signature, and sometimes it given written feedback such as, 'good', 'very good' or 'enough' from their teacher. The worse is when students' writing assignment is only signed, and then at the end of the semester, they got the mark based on the amount of the teacher signatures. Some time, a teacher asks another students or another class to give feedback anonymously on students' writing task by giving a sign, such as; circling the word, using

³ Mohammed Saleh Al-Hadaq, *The Effect of Teachers' Error Correction on the Acquisition of Newly-Learned Vocabulary*, Unpublished Thesis, Colchester: University of Essex, 2003, p. 1.

⁴ Leila Kordi, Samaneh Hasheminejad and Reza Biria, 'Do We Care? Investigating How a Caring Relationship Might Influence Comments and Responses in EFL Writing Classes', *Academy Publisher: Theory and Practice in Language Studies*, Volume 2, Number 6, June 2012, p. 1249.

another color of their handwriting pen, or revising from their friend.⁵ Actually, the students said that they do not understand why they get that score and get nothing from that process. Students only know that they make some errors on their tasks. However, they do not know why they are wrong and who they have to ask about their mistake if their paper is corrected anonymously.

A teacher sometimes used inappropriate way in giving feedback. Indeed, the barriers in writing learning process rise not only from the students, the teacher but also the way in giving feedback. In teaching and learning process, especially in teaching writing, teachers' role is very important. A teacher should use many strategies to increase students' skill. One of them is the way in giving feedback. It is one of the solutions which concern to give the information about students' performance. Feedback is very important to encourage students' writing skill because it can improve the students' performance, ability and motivation for future learning. Feedback on the students' writing will make them confident to improve their writing skills by revising their writing.

The way or technique in giving feedback is based on students' need. Some of introvert students may be enjoyed by peer feedback because they can share their idea with them. However, other students may have feeling better if their papers are edited by their teacher direct or indirectly. Thus,

⁵ Rosdiana, *The Peer and Teacher Feedback on Students' Writing Skill on Students' Writing Skills of Descriptive Text at the VIII Grade Students of SMP Negeri 11 Depok*, Unpublished Thesis, Jakarta: University of Indraprasta PGRI Jakarta, 2012, p. 3.

there is always question of what feedback will give the best influence for the improvement on students' writing skill in short time or long time of their life.⁶

In addition to examine how students responded to it. The writer wanted to find out to what extent teachers were satisfied with their students' responses to their comments. The writer chose this topic because for several reasons. First, the writer wanted results of this study may draw some useful implications which enable teachers who are participating in this study, as well as other teachers, to provide their students with clear feedback that helps them improve their writing and may raise teachers' awareness of their own practices while commenting on their students' papers.

The second reason, based on writer's experience when she was in the second semester that there were some friends have difficulties in constructing a good sentence in the form of paragraph. In the process of writing, there are some difficulties faced by the students. Furthermore, they will make such kind of errors not only in vocabulary and spelling but also in grammar. The writer has typically found that writers who received peer correction and teacher written feedback on their errors showed improvements, which in some cases were statistically significant.

Based on explanation above, it motivated the writer to conduct the

⁶ Rosdiana, *The Peer and Teacher Feedback on Students' Writing Skill on Students' Writing Skills of Descriptive Text at the VIII Grade Students of SMP Negeri 11 Depok*, Unpublished Thesis, Jakarta: University of Indraprasta PGRI Jakarta, 2013, p. 4.

research entitled: **“The Effect of Peer Correction and Teacher Written Feedback on the Paragraph Writing Ability at the Third Semester Students of English Study Program of STAIN Palangka Raya”**.

B. Previous Studies

There were some previous studied that related to this topic as follow:

Banan Qassim Al Kafri (2010), *“Teacher Written Feedback and Students’ Writing: Focus and Nature”*. The results showed that the analysis of students’ first drafts revealed that the written feedback of the two participating teachers in this study had almost the same focus, but it differed in its nature. The main focus of the two participating teachers was on formal issues (i.e. correctness of grammatical structures and mechanics). Findings concerning the second research question, “What is that students pay attention to while revising their drafts in light of their teachers’ written feedback?” showed that the majority of students were concerned with correcting the surface level errors. As the results showed, there were 262 surface level changes versus 67 for text based changes.⁷

Grami Mohammad Ali Grami (2010), *“The Effects of Integrating Peer Feedback into University-Level ESL Writing Curriculum: A Comparative Study in a Saudi Context”*. The results showed that, as far as feedback in general is concerned, more feedback and training in writing sessions was beneficial to the students regardless of their source, whether teachers or peers, and by using either conventional or innovative measures. On average,

⁷ Banan Qassim Al Kafri, *Teacher Written Feedback and Students’ Writing: Focus and Nature*, Unpublished Thesis, Sharjah: American University of Sharjah, 2010, p. i. td.

members of the PF group scored a much lower number of errors per 100 words in every type investigated; the scores show a significant drop from 12.8 to less than 6 in grammar, 6.15 to 2.33 in spelling, and more substantially in punctuation and run-on sentences, which come at 6.84 to 0.93 and 1.94 to 0.09 respectively. The total number of errors significantly dropped from a massive 27.4 to just 9.13 as a result. This result shows a very significant improvement in the writing quality of students who were trained to use peer feedback compared to the writing of the other group.⁸

Rosdiana (2012) "*The Peer and Teacher Feedback on Students' Writing Skill on Students' Writing Skills of Descriptive Text at the VIII Grade Students of SMP Negeri 11 Depok*" it had showed that the teacher feedback is higher than peer feedback. It indicates that the mean score for gain of Peer feedback was 0.395, and for gain of Teacher feedback was 0.470. Based on result 4.7, the mean score of Peer feedback method was higher, and the gain of Teacher feedback was low. So, it can be inferred that the null hypothesis (H_0) was rejected and the research hypothesis (H_1) was accepted, thus there is different effectiveness between both methods. Teacher feedback is more effective method than Peer feedback.⁹

Chittima Kaweera and Siriluck Usaha (2008) "*The Impact of Different Types of Teacher Written Feedback on EFL University Students' Writing*" the

⁸ Grami Mohammad Ali Grami, *The Effects of Integrating Peer Feedback into University-Level ESL Writing Curriculum: A Comparative Study in a Saudi Context*, Unpublished Thesis, United Kingdom: Newcastle University, 2010, p. i. td.

⁹ Rosdiana, *The Peer and Teacher Feedback on Students' Writing Skill on Students' Writing Skills of Descriptive Text at the VIII Grade Students of SMP Negeri 11 Depok*, Unpublished Thesis, Jakarta: University of Indraprasta PGRI Jakarta, 2012, p. i. td.

finding shows that on revision, errors were reduced the most when the students utilized direct feedback. Although there was no statistically significant improvement in fluency, there was neither a reduction, even though the assignments were increasingly difficult. It might be because when the students learn more from their errors, teacher correction, revision activity, as well as practices of writing in a long period of time (14 week period), they felt more confident to write even these more challenging genres (descriptive and comparison and contrast). Thus this can indirectly support the finding of positive effect of teacher written feedback on writing fluency.¹⁰

Deborah W. Dunsford (2006) "*Feedback Follow up: The Influence of Teacher Comment on Student Writing Assignments*" it had showed that results from the qualitative portion of this study indicate that the more directive the teacher comment on student texts, the more successful student revisions will be on the text. Students tended to respond to teacher comment if they knew how to make the requested change or improvement. If they did not know how to make the change or how to improve the text, they frequently deleted the material or ignored the comment. Based on the results of this study, teacher comment influences student revision choices and the more directive the teacher comment, the better chance the students will revise their texts successfully.¹¹

¹⁰ Chittima Kaweera and Siriluck Usaha, 'The Impact of Different Types of Teacher Written Feedback on EFL University Students' Writing', *KKU Res J: Study of English*, Volume 8, Number 2, June 2008, p. 92.

¹¹ Deborah W. Dunsford, 'Feedback Follow up: The Influence of Teacher Comment on Student Writing Assignments', *Department of Agricultural Education: NACTA JOURNAL*, June 2006, p. 15

Here, the writer has different subject of the study. The writer's study was about "The Effect of Peer Correction and Teacher Written Feedback on the Paragraph Writing Ability. The subject of the study was the third semester students of English Study Program of STAIN Palangka Raya".

C. Problems of the Study

Based on the background of the study above, the problems of the study are as follow:

1. Is there any significant effect of peer correction on students' paragraph writing ability at the third semester students of English Study Program of STAIN Palangka Raya?
2. Is there any significant effect of teacher written feedback on students' paragraph writing ability at the third semester students of English Study Program of STAIN Palangka Raya?
3. Are there any significant effects of peer correction and teacher written feedback on students' paragraph writing ability at the third semester students of English Study Program of STAIN Palangka Raya?

D. Hypotheses of the Study

The hypotheses of this study were divided into two categories; they were alternative hypothesis and null hypothesis.

1. Alternative hypothesis (H_a): there is significant effect of peer correction on students' paragraph writing ability at the third semester students of English Study Program of STAIN Palangka Raya.

2. Null hypothesis (Ho): there is no significant effect of peer correction on students' paragraph writing ability at the third semester students of English Study Program of STAIN Palangka Raya.
3. Alternative hypothesis (Ha): there is significant effect of teacher written feedback on students' paragraph writing ability at the third semester students of English Study Program of STAIN Palangka Raya.
4. Null hypothesis (Ho): there is no significant effect of teacher written feedback on students' paragraph writing ability at the third semester students of English Study Program of STAIN Palangka Raya.
5. Alternative hypothesis (Ha): there are significant effects of peer correction and teacher written feedback on students' paragraph writing ability at the third semester students of English Study Program of STAIN Palangka Raya.
6. Null hypothesis (Ho): there are no significant effects of peer correction and teacher written feedback on students' paragraph writing ability at the third semester students of English Study Program of STAIN Palangka Raya.

E. Delimitation of the Study

The study was an experiment research. The study was limited only to measure the effect of peer correction and teacher written feedback on paragraph writing. The study was conducted at third semester of English Student at STAIN Palangka Raya in Academic Year 2014/2015. Where, one of the materials was paragraph. Number of subject was the students who take

writing II.

F. Assumptions of the Study

1. Peer correction and teacher written feedback are effective techniques to improve the students' writing ability.
2. The students' writing score of paragraph will improve better when teacher teaches them using written feedback and peer correction techniques.

G. Objectives of the Study

The objectives of the study based on the background of the study are as follows:

1. To measure the effectiveness of peer correction on students' paragraph writing ability.
2. To measure the effectiveness of teacher written feedback on students' paragraph writing ability.
3. To measure the effectiveness of peer correction and teacher written feedback on students' paragraph writing ability.

H. Significances of the study

This study is aimed at investigating the effect of peer correction and teacher written feedback on the students' writing ability. This study has two significances. The first was theoretical significance and the second was practical significance. Theoretically, this study was to support the theory of teaching writing using peer correction and teacher written feedback. Practically, the study gave empirical data on the students' progress in writing

class. This research could help the teacher provided their students with clear feedback and awareness of their own practices while commenting on their students' papers. Therefore, data finding could help the teacher and students solved the problems in writing.

I. Operational Definition

1. A paragraph is a group of related sentences that develops about a subject.¹² In the present study, paragraph refers to paragraph writing made by students.
2. An effect is a difference between or among population means.¹³ In the present study, teacher written feedback and peer correction are said to have effects on writing if the qualities of writing using teacher written feedback and peer correction are different from the qualities of writing without teacher written feedback and peer correction. The differences between the two writing products are the result of using teacher written feedback and peer correction.
3. An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s).¹⁴ In the present study, the writer will discuss the

¹² Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition*, New York: Pearson Education, 2007, p. 3.

¹³ Edward L. Vocell and J. William Asher, *Educational Researcher Second Edition*, New Jersey: Merrill of Practice Hall, Inc 1983, p. 475

¹⁴ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh, *Introduction to Research in Education (Eight Edition)*, United States: Wadsworth Cengage Learning, 2010, p. 165.

effect of teacher written feedback and peer correction on the paragraph writing.

4. Analysis of variance (ANOVA) is an inferential statistical test used for experimental designs with more than one independent variable or more than two levels of an independent variable.¹⁵ In the present study ANOVA is applied to measure the effect between the students' writing score that will be corrected by teacher written feedback and peer correction techniques.
5. Peer correction is a technique in which learners review each other's work and comment on it.¹⁶ In the present study, peer correction refers to written responses provided by the learners review each other's work and comment on it.
6. Writing ability refers to the students' competence in applying the components of writing were content, organization, vocabulary, language use (grammar) and mechanic.¹⁷ In the present study, students' writing ability refers to paragraph writing of the students.
7. Writing is a series of related text-making activities: generating, arranging, and developing ideas in sentences: drafting, shaping, rereading the text,

¹⁵ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh, *Introduction to Research in Education (Eight Edition)*, United States: Wadsworth Cengage Learning, 2010, p. 652.

¹⁶ <http://www.moe.gov.om/Portal/sitebuilder/sites/EPS/English/MOE/baproject/Ch8.pdf> (Accessed on November 24, 2013)

¹⁷ Seng Rianto, *Using Indirect Feedback in Correcting Students' Writing*, Unpublished Thesis, Padang: STKIP Sumatera Barat, 2010, p. 7.

editing and revising”.¹⁸ In the present study, writing refers to the students’ writing on paragraph.

8. Writing test refers to a test which calls for one sample of actual student writing.¹⁹ In the present study, writing test refers to the students’ writing on paragraph.
9. Teacher written feedback is limited to comments on grammatical errors and content of the students’ writing.²⁰ In the present study, teacher written feedback refers to written responses provided by the teacher to the students’ writing.

J. Frame of Discussion

Chapter I: This chapter consisted of background of the study, previous studies, problems of the study, hypotheses of the study, delimitation of the study, assumption of the study, objectives of the study, significances of the study, operational definition and frame of discussion.

Chapter II: This chapter consisted of the nature of writing, writing process, writing a paragraph, the structure of paragraph, the elements of paragraph, ESL writing, writing ability, feedback, peer correction, teacher written feedback, an experiment study and analysis of variance (ANOVA).

¹⁸ Regina L. Smalley and Mary K. Ruetten, *Refining composition Skill Rhetoric and Grammar (Fifth edition)*, p. 13.

¹⁹ J. B. Heaton, *Writing English Language Tests*, New York: Addison Wesley Longman Limited, 1988, p. 136.

²⁰ Mohammed Saleh Al-Hadaq, *The Effect of Teachers’ Error Correction on the Acquisition of Newly-Learned Vocabulary*, Unpublished Thesis, Colchester: University of Essex, 2003, p. 11.

Chapter III: This chapter consisted of research design, variables of the study, population and sample of the study, research instruments, data collection procedures, techniques of data analysis, and data analysis procedures.

Chapter IV: This chapter consisted of description of the data, and result of data analysis.

Chapter V: This chapter consisted of discussion of the study.

Chapter VI: The closure which consisted of conclusion and suggestion.