# CHAPTER I

# INTRODUCTION

## A. Background

Providing guidance in writing difficulties can be conducted through Written Corrective Feedback (WCF). WCF is the most preferred and common form of feedback to revise the errors in grammar, vocabulary, mechanic (Ferris, 1997; Hyland, 2006), content, organization and form. WCF has been found to be the most desirable kind of teacher written feedback for students because it is useful and effective in improving students' writing. Sheen et al, (2009) stated that "corrective feedback may enhance learning by helping learners to (1) notice their errors in their written work, (2) engage in hypotheses testing in a systematic way and (3) monitor the accuracy of their writing by tapping into their existing explicit grammatical knowledge"(p. 567). Then WCF is important to establish whether correcting students' written work helps to improve accuracy more than just providing them with writing practice.

Moreover, according to Baculi, et al. (2012), in the Philippines, Direct Feedback (DF) and Indirect Feedback (IF) are the most practiced feedback among ESL teachers in 2012 compared to other written corrective feedbacks, namely, focused feedback, unfocused feedback and reformulation. The three types of WCF indeed rarely used, for example Unfocused feedback happens when teachers correct almost every error found in learners' written works. This type of CF can be viewed as 'extensive' because it treats multiple errors (Ellis,

2008 p. 356). DF and IF are used when the teacher correcting students writing, and more be understandable for the students. Therefore, it is believed that those two feedbacks are important for improving students' writing and providing comprehensive feedback.

From the explanation above, WCF will be effective if it is applied in teaching learning in one of Vocational High Schools (VHS) in Tasikmalaya. This can help students to improve their knowledge or their skill in English lessons, because the students in that VHS school have a deficiency in terms of reading, lazy, low achievement and having negative self-images (Ahmed, 2007). It is known that VHS students more focus to prepare for work or practices directly when already passed, not only that in VHS also have a different curriculum with Senior High School.

Previous studies (Nematzadeh, 2017; Sermsook, 2017) investigated about the implementation of WCF in Iranian EFL learners' writing & in Thailand EFL learners' writing grammatical improvement. The results showed that it is better to implement WCF instead of not giving the students any feedback, and students' grammar in writing has also improved because of its implementation. However, those studies did not elaborate about the implementation of WCF on vocational high school students.

To fill the gap, the present study investigated implementing of WCF including DF and IF focusing on grammar, vocabulary and mechanical errors. These types of feedback are desirable for low-level-of proficiency students who are unable to self-correct, and cannot provide the correct form by

themselves (Hyland & Hyland, 2006). Thus, the researcher examined the implementation of WCF on Vocational High School (VHS) students given by in-service English teacher.

**B. Formulation of the Problem**

The research question addressed in the present study is: How does the teacher implement written feedback in a vocational high school English classroom?

**C. Operational Definitions**

To avoid misinterpretation of this research, here are the operational definitions of each keyword:

1. Written    corrective    :    It is the input from teacher to students with the
   feedback                       effect of providing information for revision in the
                                   form of mechanic, vocabulary and grammar.

2. Vocational        high    :    The students were Textile major grade
   school students                 10 of  Vocational High School.

**D. Aim of the Research**

The aim of the research is to know how the Vocational High School teacher implements WCF.

**E.  Significances of the Research**

1.  Theoretical Use

    Theoretically, this study expands the written corrective feedback from how the implementation of WCF in Vocational High School.

2.  Empirical Use

    The study provides empirical insights into how the teacher implementation of written corrective feedback on vocational high school students.

3.  Practical Use

    This study provides the information of how English teacher implements written corrective feedback in vocational high school.