CHAPTER 1

INTRODUCTION

In this chapter, the researcher presents the background of the research, research problems, research objectives, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background Research

English has been taught in educational institution as one of important subjects globally. In learning English, there are four skills that should be mastered. Those are listening, speaking, reading, and writing. Writing is one of language skills that students need to master. Writing is one of the human's ways to communicate. Communication is not only achieved through speaking, but it can also be obtained through writing. Someone can express their idea that they want to share in the written form. According to Tarigan (1987:7), writing is the language skill that is used in the indirect communication. It implies that the students can deliver their ideas to the others through written form such as letter, message, or invitation for communication.

There is no doubt that writing is considered as complex skills for students to achieve. In line with Richards (2002), writing is the most difficult skill for second language learners to master. It is difficult for students to generate and organize their ideas, moreover in translating idea into readable text. Students

often get stuck when they have a writing task. It commonly happens because writing is a productive skill. Writing involves several components that should be considered while students compose their writing. The ability to construct appropriate words into good sentences, knowledge about the content, organization, vocabulary, grammar, mechanics must be absolutety mastered by students. These components are related to another in order to produce a good writing. So, the communication will be meaningful and understandable.

For second language, foreign language or even first language teachers, teaching writing is not easy. It should be noted that to make students used to write and produce a good result of writing, teachers can not show it up in a short period. In writing process, students always deal with the process of arranging words into sentences and putting sentences into paragraph until they can create a piece of written text that is friendly to read. That is why when students learn to write, in the same time, they also learn to think. Along with this, Tchudi and Yates (1983) state, "Learning to write involves learning to think, and writing is unique in allowing students not only to think, but to display the products of their thinking in a form that invites further contemplation." It is clear that teaching writing does not only focus on how to write, but also concerns how to maximize the brain capacity to think. It will help students to get used to use their thoughts.

In a written form, students are asked to be able to understand and produce some short functional texts. For instance, (1) descriptive text denotes a text that describes a particular person, place, or thing (Gerot and Wignell, 1994: 208),

(2) narrative text reflects a text that tells a story and, in doing so, entertains the audience (Anderson and Anderson, 2003), (3) recount text refers a piece of text that retells past events, usually in the order in which they happened (Anderson, 2003: 48), (4) report text is a piece of writing which aims to describe something in a general way. Often it is non-chronological and written in the present tense. This theory implies that report text refers to kind of text that describes the information by explaining the general information which is used to report the information (Barker, 2000:23), (5) an analytical exposition is a text that elaborates the write's idea about the phenomenon surrounding (Wahidi, 2009), (6) procedure text is the text which is used to give instruction by doing something with a series of actions or step (Yuliani, 2008: 18).

Among those kinds of short functional texts, the researcher especially selects recount text as the research. This is because as it is stated in the 2013 curriculum of senior high school for the tenth grade. One type of texts that students should achieve was recount text. Recount text is a piece of text that retells past events, usually in the order in which they happened. In writing recount text, the students are expected to be able to write a simple recount text correctly. They should be able to make sentences in form of past tense and develop main idea into recount text which consists of three paragraphs.

The researcher had conducted pre observation before conduct the research in SMA Negeri 1 Tulungagung. Students had some problems in writing. A research by Diharyono (1990: 1) also indicated that students knew or had the ideas what they were going to write, but they did not know how to put them

into sentence. In content aspect, the teacher said that students' ability in developing the ideas were lack, moreover in vocabulary, and background knowledge of the topic. In their writing, they seemed confused of what they should had written. Because of that, the students could not develop the sentences, they just wrote the simple information. In organization aspect, it was found that the students had an obstacle in arranging the ideas which made the ideas were not connected well and still lack of logical sequencing and development. The students also did not know the structures of sentence.

From vocabulary aspect, the students' vocabulary ability was still poor. They made mistakes in choosing word choice and suitable words. There were frequent errors in the choice of word that made the meaning confusing because there were many words irrelevant to the context. In language use aspect, it was found that there were frequent error of verb agreement, preposition that made the meaning obscured. Some of students did not use past tense. The last from mechanics aspect, it was found some students made frequent mistakes on these aspects (punctuation, capitalization, paragraphing, and spelling). They also did not use capital letter of some words like in the first sentence/first paragraph, place's name, and person's name.

Besides that, a study by Pujiawati (2018) from Singaperbangsa Karawang University which was conducted in English Education Department of Singaperbangsa Karawang University found that most students tended to be anxious in learning paragraph writing. They did not enjoy the class because they thought that writing is very difficult, especially when it starts to write.

They worried too much on the topic to be developed, what sentence look like is in the beginning of a paragraph, and what is the next sentence to continue writing. As a result, they found many troubles even it is just to write a single piece of paper. The problems faced by the students are not surprising since they face different language, English, which is not their first language.

Teaching writing is important in today's classroom. The teacher should use a different technique and has good preparation because a new technique in teaching can motivate the students to study harder than before. Teacher should consider a proper technique that she or he uses in teaching writing to help students write paragraph well. Thus, the researcher tried to implement a technique that could encourage the students to write well. In this case, the researcher will choose a technique as facilitator in teaching. On learning activity, technique could help the teacher in conveying the teaching material. Thus, the students will learn from their mistake in writing a paragraph. There are many techniques that can be used for teaching writing. One of the techniques is teacher's feedback.

In teaching writing, usually students are asked to make a piece of work of free writing based on the topic which is given by the teacher. Then, they submitted their work. After that, the teacher gives back students' work which has been provided with corrective feedback. As Haines (2004 :19) stated that the purpose of giving feedback to students is to help them learn. Mostly, the corrective feedback on students' writing is in forms of direct corrective feedback. Direct corrective feedback is a strategy of providing feedback to

students to help them correct their errors by providing correct linguistic form (Feris:2006). The teachers prefer this kind of feedback because they think that the direct corrective feedback is the easiest and the fastest way to give correction to the students' work. In fact, direct feedback does not make the students understand what their mistakes are.

Additionally, there is another feedback that can be given to the students to improve their writing ability namely indirect feedback. Indirect feedback is one of positive supports that can be given by an English teacher to their students in order to improve students' writing and minimize their errors. Direct feedback can be durable, but it will keep only in mind of receiver and will be lost in certain time. In contrast, indirect feedback, the thought and comment will be saved for a very long time in the memories, and it is more helpful on student's long term writing development than direct feedback (Ferris, 2002).

In line with Chandler 2003, indirect feedback is viewed as more superior to direct feedback because it engages students in the correction activity and helps them reflect upon it which may help students foster their long term acquisition of the target language. Indirect feedback is a strategy of providing feedback usually used by teachers to help students correct their errors by indicating an error without providing the correct form (Ferris and Robert, 2001). When asked about the preference of corrective feedback, students also accepted that they realize that they may learn more from indirect feedback (Ferris and Hedgock, 2005).

Another study by Vivi (2013) at the Second Year of SMP Taman Siswa II found that there was an increase of students' descriptive text writing achievement through feedback and teacher feedback could be used to increase scores in five components of writing. The other similar research of teacher indirect feedback was conducted by Alghazo (2009). His research was aimed to investigate the effect of teacher error feedback on Al-Hussein Bin Talal University students' self-correction ability in writing subject. The total of participants in the three sessions were 102 divided as the control group session with 25 the experimental groups were one which is the direct feedback 44 and the other which was the indirect feedback was 33. The results of the study showed that students which were given indirect feedback did better then both the control group and the direct feedback group.

Based on the result of those studies, it could be seen that all researchers proved that indirect feedback was better than direct feedback. Meanwhile, most of the studies were focused on the benefits of indirect feedback in university students. Further the reseacher wants to apply indirect feedback with another kind of text, recount text for instances. Therefore, the researcher of the current study is interested to findout whether teacher's indirect feedback could be implemented and improved students' writing ability in senior high school students or not. This research will only use teacher's indirect feedback to solve the problem in five aspects of writing a recount text, those are content, organization, grammar, vocabulary and mechanics.

Those arguments lead the researcher to do research based on the existing problems. The researcher wants to know the effectiveness of using indirect feedback on students' ability in writing recount text at SMA Negeri 1 Tulungagung. So, the researcher is interested in carrying out a research entitled: *"The Effectiveness of Using Indirect Feedback On Students' Ability in Writing Recount Text of The Tenth Grade at SMA Negeri 1 Tulungagung"*.

B. Research Problems

Based on the background of the study above, the research problem is formulated as follow:

1. How is the students' ability in writing recount text before being taught by using indirect feedback?

2. How is the students' ability in writing recount text after being taught by using indirect feedback?

3. Is there any significant difference on the students' ability in writing recount text before and after being taught by using indirect feedback?

C. Objectives of The Research

Based on the research problem, the objective of the research is formulated as follow:

1. To know the students' ability in writing recount text before being taught by using indirect feedback.

2. To know the students' ability in writing recount text after being taught by using indirect feedback

3. To identify the significant difference on the students' ability in writing recount text before and after being taught by using indirect feedback.

D. Research Hypothesis

Before conducting this research, the researcher proposed two hypothesis:

1. The Null hypothesis (Ho)

Null hypothesis of this research is the score of students in writing recount text after being taught by using indirect feedback is less than or equal to their score before being taught by using indirect feedback of the tenth grade at SMA Negeri 1 Tulungagung.

2. Alternative hypothesis (Ha)

Alternative hypothesis of this research is the score of the students in writing recount text after being taught by using indirect feedback is higher than their score before being taught by using indirect feedback of the tenthh grade at SMA Negeri 1 Tulungagung.

E. Significance of The Research

The result of the research is expected to be useful information and give contibutions for educational institutions.

1. For English teacher

This research can inform English Teacher that teaching writing using teacher's indirect feedback can be one of alternative steps.

2. For the students

Hopefully, the result of this research will make students become interest during the learning process and it can improve students' English ability.

3. For future researcher

The result of this research is expected to give reference and review to conduct further research.

F. Scope and Limitation of The Research

The researcher limits the scope of this research in order to avoid misunderstanding about this research. The scope of this research is conducted at the tenth grade of SMA Negeri 1 Tulungagung, focused on the effectiveness of using indirect feedback in teaching writing. Then,the material that will be taught to students is about recount text. The materials are taken from instructional books and other relevant sources.

G. Definition of Key Terms

In order to clarify the key terms used in this research. Some definitions are put forward:

1. Indirect feedback is a technique of correcting students' error by using general comments, and giving students the opportunity to fix errors themselves (Ferris, 2002: 19).

2. Recount text is writing about past events or a piece of text that retells past events, usually in the order which they happened (Anderson &Anderson, 1997: 48).

3. Writing is an active process of expressing ideas, thought, and feeling of the writer (Fatoni, 2012:8).