

CHAPTER I

INTRODUCTION

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

A. Background of the study

English is an international language (Brown, 2001: 118). As an international language, it plays an important role in many aspects of life, such as education, economic, international relationship and technology. Beside that, English is also very important for career opportunities in the job market. That is why English should be learned by all people in the world as a key to face the globalization era. Finocchiaro (1975: 10) says that “English as one of the subject matters learned by the students is given at any educational level such as elementary school, secondary school and tertiary intermediate level.”

Teaching English language covers four main skills, i.e; listening, speaking, reading and writing. One of the four skills, writing is one of the language skills that students need to master. Writing means to express the writers' idea into a group of words with a well structured organization. It

is a process to send a message from the writer to the readers. Through writing, student can express the student's mind, opinion, statement and so on. In addition, writing is important for students to improve their knowledge. According to Taselin (2010: 104), "Writing is an important part of language teaching as it also functions as an essential tool for learning in which students improve their knowledge of the language elements in real use." Moreover, writing is divided into many types based on its function and rules.

There are kinds of writing text; (1) Descriptive text is a text that describes a particular person, place or thing (Gerot and Wignell, 1994: 208), (2) Narrative text is a text that tells a story and in doing so, entertains the audience (Anderson and Anderson, 2003), (3) Recount text is a 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 describes the information by explaining the general information which is used to report the information (Barker, 2000: 23), (5) Procedure text is the text which is used to give instruction by doing something with a series of action or step (Yuliani, 2008: 18), etc.

In Indonesia context, writing becomes the most difficult skill to be learned by the students. Rozimela et al (2013: 3) state that writing becomes most difficult skill when it is learned by the foreign language learners. There are some problems found in the field when giving writing materials to the students. First, the students' are lack of motivation and

they do not work hard enough. Second, most students did not know how to start write, what should be written first, what should be put in the middle and what should come last. Third, the student more study effectively and know their work but they have low achievement because they do not receive a great deal of instructions, practice and feedback in writing. In doing the process of writing, the students need to be guided by the teacher to help them reach the real product of writing. In guiding the students on their process of writing, teachers gives the advices and suggestions as the input to the students that named as feedbacks. Feedback is the spesific information teachers provide to their students related to the task or learning procedd (Martin, 2014: 2). It belived that it can increase students' ability in writing.

There are two different ways in giving feedback from the teacher, they are; Direct and Indirect Corrective Feedback. Teacher's Direct Corrective Feedback is that the teacher give student's work feedback with the correct form. Some teachers prefer used this feedback because they think that the direct corrective feedback is the easiest and the fastest way to give correction to the student's work. In fact, direct corrective feedback does not make the students understand what their mistake are. Additionally, there is another feedback that can be given to the students to improve their writing ability namely Teacher's Indirect Corrective Feedback.

In this research, the researcher used Teacher's Indirect Corrective Feedback technique in teaching especially in writing descriptive text. The researcher choose the descriptive text because it is stated in the 2013 curriculum of Senior High School for tenth grade. Descriptive text is a text that is used to describe a particular thing, person or place. It talks about specific thing, person or place by mentioning its characteristics, parts, quantities or qualities. Furthermore, in writing descriptive text, the students are expected to be able to write a simple descriptive text correctly.

Teacher's Indirect Corrective Feedback is a technique to improve the students' achievement in descriptive writing, this technique is to express the ideas more clearly in writing and get clarification on any comments that teachers have made. It is provided when the teacher indicates the location of the error on the paper without providing the correct form. By giving indirect corrective feedback on the students' writing will make them confident to improve their writing skill by revising their writing. It is one of the solutions which concerns to give the information about students' performance.

Several studies have proven the effectiveness of Teacher's Indirect Corrective Feedback on students' writing. The first previous study from Annisa Bintang Kusumawardhani (2015) "The Use of Indirect Feedback to Reduce Students' Grammatical Errors in writing an Analytical Exposition Text." In this research, the researcher used quasi-experimental. Students' writing and questionnaire were used to obtain the data in this

study. The result of this study is the use of indirect feedback can reduce the number of grammatical errors made by students in writing an analytical exposition text.

The second from Rendy Saputra (2016) entitled "The Effectiveness of Using Indirect Feedback on Students' Writing of Procedure Text" The study conducted to the second grade of junior high school students is also resulted that indirect corrective feedback can improve students' writing of procedure text.

The third is from Sri Nurhayati (2017) entitled "The Effect Of Indirect Coded Feedback On Students' Writing Ability". The study which took university students as the participants, it is stated that students got better score in writing after given indirect corrective feedback than given the direct corrective feedback.

Based on the reason above, the researcher carries out a research entitled **"The Effectiveness of Teacher's Indirect Corrective Feedback on Students' Writing Descriptive Text at Tenth Grade of MA Al Ma'Arif Tulungagung."**

B. Research Problem

Based on the background of the study above, the research problem formulated as follows: Is there any significant difference on students' writing descriptive text achievement before and after being taught by using

Teacher's Indirect Corrective Feedback technique to tenth grade students at MA Al-Ma'arif Tulungagung?

C. Objective of the study

The objectives of the study in this research is to find out the effect of using Teacher's Indirect Corrective Feedback technique toward students' writing descriptive text achievement before and after being taught by using Teacher's Indirect Corrective Feedback technique to tenth grade student at MA Al-Ma'arif Tulungagung.

D. Research Hypothesis

1. Alternative hypothesis (Ha)

There is any different significant in writing achievement before the students are taught by using Teacher's Indirect Corrective Feedback and after being taught by Teacher's Indirect Corrective Feedback.

2. Null hypothesis (Ho)

There is no any different significant in writing achievement before the students are taught by using Teacher's Indirect Corrective Feedback and after being taught by Teacher's Indirect Corrective Feedback.

E. Significance of the research

Practically, the writer hopes that this research will be useful for writer, English teachers, students and other researchers.

1. English Teachers

It helps the English teachers to evaluate students' writing of descriptive text and inform them an effective way to teach writing. Hence, it can be applied in their class.

2. Students

It is hoped that Teacher Indirect Corrective Feedback can overcome the occurrence of error and avoid repeating mistakes which can lead them to revise their writing and finally will improve students writing. The students will have a meaningful learning process

3. Other Researcher

It can be a reference of further study related to the Teacher's Indirect Corrective Feedback or inspires them to improve the new finding by this technique.

F. Scope and Limitation of the Research

This research is conducted in tenth grade students of MA Al Ma'arif Tulungagung, especially X-IIK class as sample which consist of 22 students.

The researcher limits the effectiveness on students' writing of descriptive text by applying Teacher's Indirect Corrective Feedback.

G. Definition of key term

1. Writing

It is an active process of expressing ideas, thought, and feeling of the writer (Fatoni 2012:80). It means that if someone is able to share his/her message in right order to the reader, there will be a communication between them.

2. Teacher's Indirect Corrective Feedback

It is provided if the teacher indicates the location of the error indirectly on the paper by underlining, highlighting or circling, or indirectly by indicating in the margins that there is an error on that line but without providing the correct form (Lee 2005). So, the students realize their mistakes and fix them themselves.

3. Descriptive Text

Is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. (<https://freeenglishcourse.info/what-is-descriptive-text/> accessed on December 15, 2018 retrieved at 11.00). It means that descriptive text is a kind of text that explains and describes something about the writer's feeling, see and writer's experience.