CHAPTER I

INTRODUCTION

A. Background

English is a global language that is utilized in nearly every aspect of life. English is taught at all levels of education in Indonesia. Listening, speaking, reading, and writing are four competencies that are covered in English classes. Based on the main competencies in the 2013 Curriculum, in high school English is intended to provide experience in using English texts to understand and apply factual, conceptual, and procedural information connected to visible facts and events through speaking, listening, reading, and writing. One of the skills that students must acquire is writing. It is a method of expressing or sharing ideas, thoughts, and information with readers in written language. Writing skills that students must master at every level of school include descriptive text, narrative text, exposition text, explanation text, report text, recount text, etc.

Writing is one of effective media to communicate along people. Sokolik (2003) stated that the purpose of writing is to express and impress the ideas to the reader or audience. Zemach and Rumisek (2005) listed four stages of the writing process: a) Prewriting that consists of choosing a topic, gathers ideas, and organize; b) Drafting, where you will write your paragraph or essay from start to finish; c) Reviewing and revising, the process when you review the structure and content and make sure the error in your writing; d) Rewriting, when you revise structure and content that you have reviewed in reviewing step.

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However, for some students writing is the hardest skill to learn (Rosdiana, 2014). The students sometimes have troubles in considering the sentences to use and how to arrange the sentences. According to Alam (2017), writing is the most difficult skill to master. The students are confused in choosing the right word, which verb to use, deciding whether it is a singular or plural noun and those make the students commit a lot of errors in writing. Hence, feedback in guiding their writing is really needed to help them produce well-organized writing. Direct and indirect feedback are the two ways of providing feedback. Direct feedback is a method of providing feedback by writing the right answer while Indirect Feedback is given through some codes or signs to let the students know their error.

The function of teachers is to assist students in learning by transferring knowledge and creating method and environment in which the students can learn effectively. Brown (2000) stated that the role of teachers is as a responder to the students' writing. The teacher is a facilitator who offers guidance in helping the students in their writing. Providing feedback is an important task of the teachers because teachers' feedback is expected to reduce the students' errors and improve the students' writing. Providing comments or feedback on students' mistakes is one of the processes to assist the students in producing well-organized writing. As mentioned by Harmer (2007) that the ways of giving feedback on written work to the students can be specified as; responding, correcting, training students, involving students, finishing the feedback process, and burning the midnight oil.

Many studies have been conducted on teacher's feedback in writing classes. Rosdiana (2014) attempted to identify the effectiveness of error correction

feedback in improving students' writing skill at English Department of UIN Ar-Raniry Banda Aceh. The study employed experimental design. The results of this study revealed that providing students with error correction feedback is beneficial in enhancing their writing skill. The finding showed that the students' ability in writing had improved through the error correction feedback. The study has shown that when the students receive feedback on their writing, their writing improves because they have a chance to fix their errors by writing again.

Another previous study was conducted by Wulandari, et al. (2019) who focused on the use of teacher's feedback to enhance students' grammar proficiency in writing cause and effect compositions. The study was carried out in the eleventh grade at Senior High School in Boyolali. 36 students participated in this study. The researcher used Class Action Research (CAR) method in this study. Observation, questionnaire, and interviews were used in this study to collect the qualitative data while writing test was used to collect the quantitative data. It reported that using teacher's feedback as an alternative way to increase students' motivation and grammatical proficiency in writing.

Kusumawardhani's (2015) study entitled "The Use of Indirect Feedback to Reduce Students' Grammatical Errors in Writing an Analytical Exposition Text" implemented an experimental method and involved 60 students as the samples for the control group and experimental group. The researcher used students' writing and questionnaire to obtain the data in this study. The findings revealed that using indirect feedback lowers the amount of grammatical errors produced by the students, and it is also found that the students have positive responses toward

indirect feedback. To sum up, it was found that the students feel more confident after receiving indirect feedback from their teacher because indirect feedback helps them to see the lack of their writing.

In addition, Kamilia, et al (2020) conducted a study entitled "The Effectiveness of Teachers' Indirect Feedback for Students' Writing Performance on Descriptive Text". The researcher used a quasi-experimental method to find empirical data on the impact of indirect feedback on descriptive text writing skills of students. The study was conducted in Muhammadiyah 1 Senior High School Depok. The study included 52 senior high school students from Indonesia, with 26 students from the science class performing as the experimental group and 26 students from the social class as the control group. The study discovered that using indirect feedback from teachers to improve students' descriptive text writing skills is useful.

To the present researcher's knowledge, no study on the effectiveness of teacher's indirect feedback towards students' skill in writing recount text has ever been conducted before at SMK Yadika 13 Tambun Utara especially to the tenth graders. To fill in that gap, the present researcher undertook this study. The researcher expected that this study could give ideas concerning teaching strategy to develop students' skill in writing. Furthermore, it is hoped that this research will benefit English practitioners and further researchers who conduct a study regarding to the use of indirect feedback on the students' writing.

B. Research Problem

The study was conducted to discover the answer of the following question: "Does teacher's indirect feedback significantly affect tenth graders' recount text writing skill?"

C. Research Objectives

Based on the problem stated, the objective of this study is to find out the effect of teacher's indirect feedback towards tenth graders' recount text writing skill.

D. Significance of the Study

This study's findings are intended to provide the following additional knowledge and contributions:

1. For the teachers, it can help English teachers in teaching writing through indirect feedback

2. For the students, it can help the students avoid errors or mistakes in writing through indirect feedback from the teachers.

3. For other researchers, it is expected that this study can provide a basis for further study, particularly on the effect of indirect feedback and students' writing skill.

E. Research Scope

      The purpose of this study was to see if the indirect feedback given to students on their errors affected their writing skills at SMK Yadika 13 Tambun Utara. Due to the spread of Covid-19 pandemic in Indonesia, this study was conducted online by using the Google Meet application. The participants of this study were limited only to tenth graders of SMK Yadika 13 Tambun Utara of the 2020/2021 academic year. The study was focused on the students' recount text writing and teacher's indirect feedback.