

CHAPTER I

INTRODUCTION

This chapter presents background of the research, research questions, the purposes of the research, the significance of the research, the scope of the research, the definition of key terms, and organization of the paper.

1.1 Background

Writing is one of productive skill, besides speaking, that contains of written words and involves a complex process. Brown (2001) stated that the process of writing requires an entirely different set of competencies and is fundamentally different from speaking (p. 355). In the process of writing some procedures should be conducted by the learners, such as thinking, drafting, and revising (Brown, 2001). Thus, writing is considered a challenging skill, particularly as foreign language, to be mastered. This is in line with Emilia (2009) who states that most language learners assume that writing is a difficult skill, especially for students who learn English as a foreign language. Since writing is considered as a difficult skill, it can not be avoided that students do some error in writing. However, making errors is a crucial part of learning.

Making error can be found as crucial parts because error can lead the students to the better way. When students making some errors, teachers are there to provide them with the guidance to lead the students to be able producing the correct form of writing. Teachers need to assist the students through feedback, it can be oral and written feedback in order to improve the students language skills. Furthermore, Brookhart (2008) stated that feedback can be powerful if it is done well and effective feedback can lead to the better writing. Feedback that students receive providing the information about what is good and what needs to be improved, so that they can apply and make advantage of the feedback in their final work of their writing. However, feedback is not only important for students improvements, but also for

teacher because feedback can reflect the effectiveness of teacher teaching style and help the teacher to choose exact treatment to improve students' performance (Erdorgan, 2005).

Feedback can be used in many levels including senior high school. This study was conducted in senior high school, which focus on recount text writing, because based on 2013 Curriculum, students are expected to understand the purpose, structure, and the language features of recount text.

On the other hand, Yates and Kenkel (as cited in Buzzelli, Bissell, & Holdan, 2015) take a strong position that feedback given by the teacher is not particularly helpful for the students. Besides, Ferris (2003) states feedback from the teacher can and often help the students in improving their writing. Therefore, regarding the issue above, this research is intended to investigate the use of teacher indirect written and oral feedback in improving students' writing, especially in writing recount text in senior high school and also to discover the response of the students to the use of teacher indirect feedback that they got.

1.2 Research Questions

1. Is teacher written indirect feedback effective in helping students to improve their writing skill in writing recount texts?
2. What are the students' responses toward the use of teacher indirect feedback in teaching recount text?

1.3 Purposes of the Research

1. To investigate whether teacher written indirect feedback is effective to improve students' ability in writing recount text or not.
2. To discover students' responses toward the use of teacher indirect feedback in teaching recount text.

1.4 Significance of the Research

This study contributes to several significances for theoretical, practical and professional benefits.

1.4.1 Theoretical benefit

The research would provide greater insight towards the existed theory regarding feedback in teaching writing through its finding.

1.4.2 Practical benefit

The result of the study is expected to be one of the potential feedback strategies for teachers in improving students' writing skill in writing recount texts.

1.4.3 Professional benefit

The findings of the study provide the information for teacher on how the indirect feedback used in class. For that reason, it is expected that teacher indirect feedback can be used as one of alternatives strategy in teaching recount texts in improving students writing.

1.5 Scope of the Research

This study is concentrated on finding out the effectiveness of teacher written feedback by using indirect feedback strategy in improving students' writing skill in writing recount texts at one senior high school in Bandung. The analysis will be focused on the writing recount texts and teacher indirect feedback. The researcher needs to investigate whether teacher indirect feedback is effective to improve students' ability in writing recount text or not.

1.6 Definition of Key Term

Effectiveness

Effectiveness can be defined as a measurement of achievement. In this study, effectiveness refers to a measurement of students' ability in writing recount text. In addition, the effectiveness of this study can be seen by the increase of students' score on writing recount text.

Feedback

Feedback is an essential component of any English language writing course. Ur (2009) defines feedback as information that is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance.

Indirect Feedback

Indirect feedback is a strategy of providing feedback commonly used by teachers to help students correct their errors by indicating an error without providing the correct form (Ferris & Roberts as cited in Purnawarman, 2011).

Recount Text

Recount text is a text that retells a series of past event that happened one after the other. Recount text is to construct past experience by retelling events and incidents in the order in which they occurred (Goatly, 2000).

1.7 Organization of the Paper

The paper of this study is organized as follows:

Chapter I. Introduction

This chapter provides the information on the background of the research, research questions, the purposes of the study, the significance of the study, the scope of the study, the definition of key terms, and organization of the paper.

Chapter II. Theoretical Foundation

This chapter consists of theoretical foundations; this part elaborates in detail theories which are relevant to the study.

Chapter III. Research Methodology

This chapter discusses the methodology in conducting this research. It includes the preparation stages, procedures, instruments, techniques and the result of the research.

Chapter IV. Result and Discussion

This chapter explains findings and discussions; this chapter describes the results of the instruments analyses, such as pre-test data analysis, post-test data analysis, and the data from the questionnaire, and the interpretation of the findings from the study.

Chapter V. Conclusion and Suggestion

This chapter contains conclusion which describes the results of the study, and suggestions were given for future research.