

## CHAPTER I

### INTRODUCTION

This chapter presents background of the study, research questions, aims of the study, scope of the study, significance of the study, clarification of terms, and organization of the paper.

#### 1.1 Background

Writing is an important skill that is required to be mastered by students. However, most language learners assume that writing is a difficult skill, especially for students who learn English as a foreign language (Emilia, 2009).

There are some reasons why writing is assumed as a difficult skill. The first reason is writing is regarded as a complex skill because there are some procedures that should be conducted in writing, such as thinking, drafting, and revising (Brown, 2001, p. 335). This view is in line with Alwasilah and Alwasilah (2005) who state that writing is a complex skill because it is not only an activity to transfer spoken language into the written form, but also it is a mechanism to create, develop, combine idea, concept, and knowledge into correct structures, coherent paragraphs, and without mechanical errors. The second reason is students lack of confidence which made them think that they cannot or do not want to write (Harmer, 2007, p. 113). The third is there is no feedback from the teacher on students' written text (Alwasilah and Alwasilah, 2005).

In solving those difficulties, feedback from the teacher is needed. In teaching writing, a teacher plays the role as a feedback provider who should encourage and provide positive responses toward students' writing (Harmer, 2007). In addition, feedback is also important to build an awareness of the nature and the function of

feedback in order to have an effective teaching and learning of writing process (Dheram, 1995).

In a process approach of writing, feedback is considered as a basic element (Keh, 1990). In the process approach, a teacher helps students in building repertoires of strategies for pre-writing, drafting, and rewriting (Brown, 2001). Brown adds that the process approach gives students time to write and re-write. According to Krashen (1984) reveals that feedback is useful when it is given to students during the writing process because students can learn their errors in writing and revise their text based on feedback from the teacher. It means that teacher feedback can be used as an alternative strategy to improve students' writing.

Many researchers have conducted some studies related to teacher feedback. Although a lot of studies show the effectiveness of teacher feedback, the study on the implementation of teacher written feedback by using indirect feedback in the Junior High School is rare especially in the teaching of recount text. In order to fill the gap in the study about teacher feedback, this study aims to investigate whether teacher indirect feedback is effective to improve students' ability in writing recount text or not and to find out students' responses of the implementation of teacher feedback by using indirect feedback strategy in improving their writing of recount text.

## **1.2 Research Questions**

The study is aimed to investigate the use of teacher indirect feedback to improve students' writing of recount text. Research questions are as follows:

1. How effective is teacher indirect feedback to improve students' writing of recount text?
2. What are students' responses toward the implementation of teacher indirect feedback in improving their ability in writing recount text?

### 1.3 Aims of the Study

Based on the description in the background, the study is aimed to:

1. Investigate whether teacher indirect feedback is effective to improve students' ability in writing recount text or not.
2. Find out students' responses toward the implementation of teacher indirect feedback in improving their ability in writing recount text.

### 1.4 Scope of the Study

This study focuses on investigating the implementation of teacher written feedback by using indirect feedback strategy about content, organization, and language in students' writing of recount text. This study also explains students' responses of teacher feedback in improving their writing of recount text.

This study is conducted at a junior high school in Garut. The population of this study is the whole students of eighth grade in a junior high school. Specifically, there are two classes taken as the sample for the study. Teacher indirect feedback is used as a treatment which is given to the experimental group. Moreover, the context of the study is limited on teaching of writing recount text by using feedback from the teacher in a junior high school.

### 1.5 Significance of the Study

This study is expected to improve students' understanding about their errors in writing based on indirect feedback from the teacher. In addition, indirect feedback

from the teacher can make students aware about their errors in writing and make their writing better.

This study can be useful and a helpful source for teachers in teaching English by using teacher indirect feedback. This study will inspire other researchers to conduct a research about issues which are related to the application and development of teacher indirect feedback.

### 1.6 Clarification of Terms

This part explains terms that are used in this study in order to avoid misunderstanding. Three terms are clarified as follows:

1. *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 in writing recount text.
2. *Teacher Indirect Feedback* can be defined as an input from the teacher to students which provides the clues about their errors for students' revision without providing the correct form (Purnawarman, 2011). In this study, indirect feedback strategy of this study use a color circle mark, an arrow mark, a cross mark, and commentary to indicate students' errors in writing. In addition, the type of feedback of this study is teacher written feedback.
3. *Recount Text* is a text which consists of an event and an experience that has already happened in the past (Martin, 2006; Emilia, 2011). The type of recount text in this study is personal type which tells about events that happen to the writer in the past. Students have to write a recount text based on the theme that given by the teacher. Recount texts that are used as learning materials of this study are taken from some books and internet.

## 1.7 Organization of the Paper

This paper is presented in five chapters. Each chapter consists of several sub chapters as follows:

### Chapter I

This chapter elaborates background of the study. It discusses writing which becomes the focus of the study. The chapter also explains about research questions, aims of the study, scope of the study, significances of the study, clarification of terms, and organization of the paper.

### Chapter II

This chapter discusses some theories related to the study. It consists of theoretical background referring to the theory of feedback, process approach, self assessment in writing, the roles of teacher in teaching writing and recount text.

### Chapter III

This chapter gives clear explanation about how the study is conducted and analyzed. The data analysis is also explained briefly. This chapter involves research design, research hypothesis, population and sample, research procedures, research instruments, and data analysis.

### Chapter IV

This chapter analyzes findings and discussions of the study. It explores findings and discussions of data gained from the first draft, the last draft, and questionnaires.

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*The Effectiveness of Teacher Indirect Feedback to Improve Students' Ability in Writing Recount Text*

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## Chapter V

This chapter presents conclusions and several suggestions of the study based on the findings and discussions in chapter four. Conclusions show the answer to the research questions about the use of teacher indirect feedback to improve students' writing of recount text. There are also several suggestions for further researchers related to the subject matter of teacher indirect feedback.

