IMPROVING STUDENTS' WRITING ABILITY IN RECOUNT TEXT THROUGH INDIRECT FEEDBACK AT THE FIRST GRADE OF SMA NEGERI 5 BANDAR LAMPUNG

(A Script)

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ABSTRACT

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Writing was counted as difficult skill that should be mastered by the students. There are several problems why this skill is difficult to master. One of the problems is because the teacher teaches the students without using a good approach and treatment, especially in correcting students' work. Therefore, in order to solve the students' difficulties in writing there is one of techniques that can be used to correct students' work. Indirect feedback is believed to contribute in improving students' writing ability.

This research was quantitative research. The aim of this research was to find out the difference of students' writing ability after the implementation of indirect feedback as a technique. The researcher used pretest and posttest as the design of this research. The research was conducted at the first grade of SMA Negeri 5 Bandar Lampung in the second semester of academic year 2015/2016. The research took one class as the sample it was X.10 which consisted of 32 students. The writing test of recount text (first draft and second draft) was applied to collect the data. This test was given to see how far the improvement of students' recount writing ability after the treatment and the aspect that improves the most after the implementation of indirect feedback.

The result of this research showed that the t-value (8.420) was higher than t-table (2.040) and the value of significant level was $0.000 < 0.05$. It meant that that there was a difference of students' writing ability in recount text after the implementation of indirect feedback as the technique. Therefore, the hypothesis of the research was accepted. The mean score of the first draft was 48.46 and the mean of second draft was 61.43. It meant that the students' mean score was improved about 12.97. On the other hand, the aspect of writing that improves the most was vocabulary since the percentage of vocabulary aspect improved up to 0.42%.

Based on the result, it could be concluded that indirect feedback gives an improvement of students' writing ability in recount text.

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A Script

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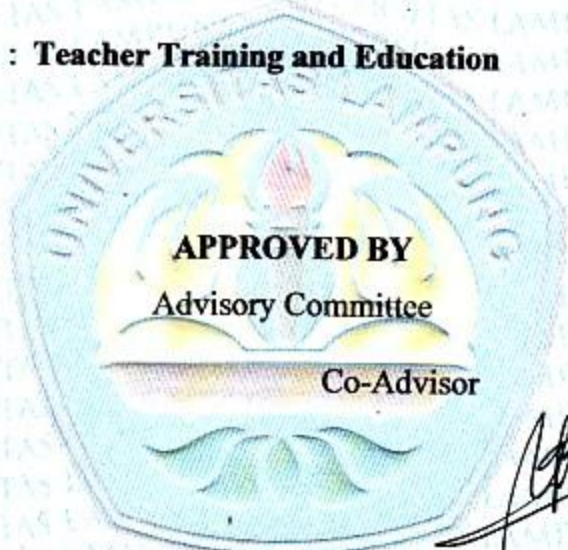
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CURRICULUM VITAE

The writer's name is Syafira Riani. She was born on June 15th 1994 in Bandung, West Java. She is the first daughter of a great couple, Mr. Edward Aryanzah and Mrs. Afriani Mulyana. She has one younger brother named Lukmanul Hakim.

Her educational background started at TK Al-Kautsar Bandar Lampung in 2000. She continued her study at SD Al-Kautsar Bandar Lampung in 2001 and graduated in 2006. In the same year, she studied at SMP Negeri 25 Bandar Lampung and graduated in 2009. Then, she entered SMA Negeri 12 Bandar Lampung and graduated in 2012.

In 2012, she was registered as the student of English Department in Teacher Training and Education Faculty of Lampung University. In 2015, precisely on July 27th to September 23rd 2015 she carried out Program Pengalaman Lapangan (PPL) in SMP Negeri 1 Pematang Sawa, Tanggamus. Finally, she passed her bachelor's thesis examination on June 16th 2016.

DEDICATION

This script is entirely dedicated to:

My beloved father and mother

Edward Aryanzah and Afriani Mulyana

My beloved grandfather and grandmother

Jahimi and Murhada

My beloved brother

Lukmanul Hakim

My fabulous friends in English Department 2012

My lovely almamater

Lampung University

MOTTO

Anyone who has never made a mistake has never tried anything new

(Albert Einstein)

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Praise merely for Allah SWT, The Most Gracious and The Most Merciful, who always gives me all the best in this life. This script entitled: Improving Students' Writing Ability In Recount Text Through Indirect Feedback at The First Grade of SMA Negeri 5 Bandar Lampung presented to fulfill one of the requirements in accomplishing the S-1 Degree at the Department of Language and Arts of Teacher Training and Education Faculty, University of Lampung.

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Hopefully, this script will give a positive contribution to the educational development and also for those who want to carry out further research. The writer is completely aware that this script is far from perfection. Thus, comments, critiques and suggestions are always welcome for the better research.

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The writer

Syafira Riani

CONTENT

I. INTRODUCTION

II. LITERATURE RIVIEW

III. RESEARCH METHOD

IV. RESULT AND DISCUSSION

V. CONCLUSION AND SUGGESTION

REFERENCES

APPENDICES

TABLES

FIGURES

APPENDICES

I. INTRODUCTION

This chapter contained the discussion on the background, problem, objective, uses, scope and definition of key terms.

1.1. Background

One of language skills in English that is very difficult to be learned for the students is writing. Sometimes, it is hard for the students to express their words, opinion, ideas or feelings in written form. It involves several components that should be considered while a student writes a draft. According to Jacobs et al (1981:90) there are five components of writing, namely: content, organization, grammar, vocabulary and mechanics. These components are related to another in order to produce a good result in writing.

In writing process, learners always deal with the process of arranging words into sentences and the putting sentences into paragraph until they can create a piece of written text. 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. A delightful way to help the students to write paragraph well is by using a proper technique in teaching writing. So, the researcher tried to implement a technique that could encourage the students to write well.

In this case, the researcher chose technique as facilitator in teaching. On learning activity, technique could help the teacher in conveying the teaching material. So, the students learned 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 indirect feedback.

In the teaching writing, usually the students are asked to make a piece of work of free writing based on the theme which is given by the teacher then they submitted their work. After that, the teacher gives back their work which has been provided with corrective feedback. Mostly, the corrective feedback on students' writing is in forms of direct corrective feedback. The teacher prefers this kind of feedback because; she thinks 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.

The previous research by Vivi Evayanti in 2013 entitled *Increasing Students' Descriptive Text Writing Achievement through Feedback at the Second Year of SMP Taman Siswa II Bandar Lampung* was conducted to investigate whether there is any increase of students' writing descriptive text achievement through feedback or not.

The feedback which was used in this research was teacher indirect feedback in writing subject. The researcher used one class of second year students in academic year 2011/2012 in the even semester where that class was consist of 24 students. The students were asked to make the first draft to see their basic writing skill before the treatment and after that the students were asked to make the second draft to revise and rewrite their previous draft based on the feedback given on their paper. As the result, there was an increase of students' descriptive text writing achievement through feedback and teacher feedback can 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 in investigating 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 are given indirect feedback did better then both the control group and the direct feedback group.

Finally the recent research entitled *The Effects of Direct and Indirect Corrective Feedback Techniques on EFL Students' Writing* at Urmia University, Iran in 2014 by Elham Eslami. This study was conducted to compare the efficacy of the two types of Written Corrective Feedback namely direct red pen and indirect feedback. The instruments of this research there were 60 students and assigned to 2 groups, the

participants on one group received the direct red pen technique, whereas the participants on the other group received an indirect technique. The participants produced three pieces of writing (pre-test, immediate post-test, and delayed post-test). Simple past tense errors were targeted in the feedback. The study found that the indirect feedback group outperformed the direct feedback group on both immediate post-test and delayed post-test.

As the results shown above, the indirect feedback group proved to be significantly better than the red pen feedback group on the delayed post-test. The result showed that indirect feedback technique could be remembered by the students more lasting than direct red pen because, indirect feedbacks made the students think by themselves.

Both of the study from Alghazo (2009) and Elham Eslami (2014) about university students but there was a difference between those studies. The participants of Alghazo's research (2009) were divided in three groups which were 25 for the control group, 44 for direct feedback group and 33 for indirect feedback group. While, the participants of Elham Eslami (2014) were 60 students and only divided into two groups; the direct red pen technique and indirect technique. So, the difference between those studies was in the design. There was no control group in Elham Eslami's study. Both of findings showed that indirect feedback group proved better result than direct feedback.

Based on the result of those studies, it could be seen that all researches proved that indirect feedback was better than direct feedback. Meanwhile, most of the studies were focused on the benefits of direct or indirect feedback in university students.

Therefore, the researcher of the current study was interested to findout whether teacher's indirect feedback could be implemented and improved students' writing ability in senior high school students or not. Further, this research served a different design from previous study because those studies mostly focused on comparing direct and indirect feedback. While, this research only used teacher's indirect feedback to solve the problem in five aspects of writing, those are content, organization, grammar, vocabulary and mechanics.

So, based on the explanation above, the researcher was interested in improving students' writing ability in recount text through indirect feedback.

1.2. Problems

The problems of this research were formulated as follow:

1. Is there a difference of students' writing ability in recount text after the implementation of indirect feedback as a technique?
2. What aspect of writing that improves the most after the implementation of indirect feedback as a technique?

1.3. Objectives

It was expected that objectives of this research were:

1. To find out whether there is a difference of students' writing ability in recount text after the implementation of indirect feedback as a technique.

2. To find out the aspect of writing that improves the most after the implementation of indirect feedback as a technique.

1.4. Uses

The results of this research were expected to be beneficial both theoretically and practically as follows:

1. Theoretically, it can support the theory that teacher's indirect feedback can be applied to improve students' recount writing ability.

2. Practically, it can inform the English teachers that teaching writing using teacher's indirect feedback can be one of alternative steps.

1.5. Scope

This quantitative research was conducted at SMA Negeri 5 Bandar Lampung in the second semester of academic year 2015/2016. In this case, the researcher used one class as a sample. It was X.10 which consisted of 32 students. This research focused on the implementation of teacher's indirect feedback in improving students' writing ability in recount text. All students' compositions assessed in terms of content, organization, grammar, vocabulary, and mechanics. The scoring criteria adopted from Jacobs et al (1981:90). The materials were adopted from the School Based Curriculum/Kurikulum Tingkat Satuan Pendidikan (KTSP) for Senior High School 2006. The topic of recount text was about holiday.

1.6. Definition of terms

There were some terms used by the writer to give the basic understanding related to the concepts, they were stated below:

1. Direct feedback is a feedback which is the correct form is written on the students' paper.

2. Indirect feedback is a feedback which is given to the students writing to indicate the location of the error by underlining, highlighting, circling, or giving a code without providing the correct form in order to give an opportunity to the students to realize their mistakes and fix it themselves.

3. Recount text is a text which is used to tell about event and experience that already happened in the past.

4. Writing is an activity which is used to express the idea into a piece of paper or other media by using correct grammatical rules in English.

II. LITERATURE REVIEW

This chapter discussed about the theories which were used in this research. Those theories are writing, teaching writing, feedback, direct and indirect feedback, teaching writing recount text using teacher's indirect feedback, the procedures, advantages and disadvantages of teacher's indirect feedback, theoretical assumption and hypotheses.

2.1. Writing

In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. According to Richards (2002), writing is the most difficult skill for second language learners to master. The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text. 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.

In addition, Fatoni (2012:8) states that writing is an active process of expressing ideas, thought, and feeling of the writer. 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. In writing, we are expected to be able to write about the information that we want to share to the reader effectively, so that the communication will be meaningful and understandable.

2.1.1. Aspects of Writing

In order to make a good writing, there are five aspects that should be considered in the process of making a composition. Below are the five aspects of writing according to Jacobs et al (1981:90).

1. Content

It refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph.

2. Organization

It refers to the logical organization of content (coherence). It is related to the ideas that stick together so that ideas run smoothly within paragraph.

3. Grammar/Language use

It refers to the use of the correct grammatical forms and syntactical pattern. It is identified from the construction of well-formed sentence.

4. Vocabulary

It refers to the selection of words that are suitable the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.

5. Mechanics

It refers to the use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation, and capitalization within the paragraph.

In addition, Harris (1979: 68-89) also states that there are five aspects of writing. They are:

1. Content refers to the substance of writing, the idea expressed (unity)

2. Grammar refers to the employment of grammatical form and syntactic patterns.

3. Form refers to the organization of the content (coherence).

4. Style is related to the choice of structure and lexical items to give a particular tone or flavor to the writing.

5. Mechanics refer to the conventional devices used to clarify the meaning.

It could be concluded that writing is the most difficult language skill that should be mastered in order to express our idea in written form. There are five aspects of writing that should be considered in process of making a good writing composition; content, organization, grammar, vocabulary, and mechanics. So, we had to know and

understood well about how to implement each aspects of writing well in order to make a good writing composition.

2.2. Teaching Writing

Teaching writing is to teach the students how to express the idea or imagination in written form. In order to be success in writing, the material should be relevant to their needs, interest, capacities, and ages until they are able to make composition with view or even no errors (Finnochiaro, 1964: 129). In other words, it is clear that the teacher should guide the students how to write or how to express the ideas in written form.

In relation to teaching writing, Harmer (1984: 40) points out that there is certain particular consideration that needs to be taken into account, such as sentence organization, paragraph arrangement, and coherence. Teaching writing requires the elements of writing including grammar, sentence organization, vocabulary, and mechanics stated by Idrus (2003). It can be said that teaching writing should guide the students not only to write sentence but also to organize their ideas into written form. Then, the teacher must give the appropriate guidance in which the students are able to express their ideas in written form properly. In practicing their writing, the students have to follow the steps to make their writing more effective.

Mappe (2000) suggests that "there are different views on the stages that the writers go through in producing a piece of writing, but a typically through model identifies four stages: pre-writing, drafting, revising and editing". The description of each stage is shown as follows:

1. Pre-writing

In this stage, students involve the activities, such as reading, brainstorming, mind mapping, discussing, fast writing, questioning, interviewing, encourage them before they write their sentences in the first draft. A typical pre-writing activity in the process approach would be for learners to brainstorm on the topic being provided. By this way, students will get motivation to write because they feel that they have something matter to say.

2. Drafting

In this stage, students will select among ideas during pre-writing and structure. The result of brainstorming session provides a plan of description of topic. The content might be written without considering the grammatical aspect first.

3. Revising

In this stage, the students review a draft to check five aspect of writing based on the feedback which is given by the teacher or peers. Revision is a process in which writers not only polish their style, but also develop their ideas. In this stage, the teacher helps the students through the revision to shape and reshape the text into final form.

4. Editing

In this stage, the students check their final text for some mistakes they have made based on the feedback given, such as spelling, punctuation, grammar, and all presentation.

In addition, Blanchard and Root (2003) state that there are three steps in writing process; prewriting, writing, and revising. All of those steps are important to make our writing better and systematic.

1. Pre-writing

Pre-writing is the first step; it is preparation step before writing process. Prewriting gives warming up the brain to gathering the ideas to write about.

2. Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph. As we write, the first draft on your paragraph, use the ideas we generated from prewriting as a guide.

3. Revising

The last step is revising; it is the important step to do after we have produced a draft. We have to analyze the content of the draft may unclear, ambiguous or confusing. We have to ensure that our paragraph is unified, coherent and improve the grammatical accuracy. So, in this step we can enrich our writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic.

Referring to the process of writing above, teacher's feedback played the important roles in the four process of writing in this study. Therefore, this study used the four processes in writing: pre-writing, drafting, revising and editing with teacher's indirect feedback applied in the revising stage of teaching writing process.

2.3. Feedback

One of the ways to make students able to create good writing is that the teacher must be able to provide good feedback with the aim of providing guidance for students' mistakes in compiling writing. Feedback is a kind of assessment that concerns to give information about students' writing performance. Ur (1996: 242) says that in the context of teaching general, feedback is information that is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance.

According to Asiri (1996), feedback is helpful in encouraging students not to consider what they write as a final product and in helping them to write multiple drafts and to revise their writing several times in order to produce a much improved piece of writing. Feedback can be adopted and benefited from in a teaching situation where rewriting is encouraged.

In addition, Roger (2001) says that feedback is not just about weaknesses. Students will respond if teachers are encouraging as well as allowing mistakes, emerging capabilities, and give ideas for directing further learning.

In providing feedback, teacher should encourage students to continue writing, in order students feel good with their writing and carry the activity through completion (Grabe and Kaplan, 1996: 275).

From the definitions above, it can be concluded that feedback plays an important role in the learning process, feedback is an information which is given to the students about their writing's performance in order to produce a good piece of writing. So, in

the process of writing teacher must motivate students to do more towards their writing.

2.4. Direct and Indirect Feedback

There are two kinds of teacher's feedback; they are direct and indirect feedback. Direct feedback is a technique of correcting students' error by giving explicit written feedback (Ferris, 2002: 19). In addition, Lee (2005) defines direct feedback is provided when the correct form is written on student's paper. For example, if a student writes *Yesterday I goed to the store*, the teacher should cross out *goed* and write the word *went* over it.

Meanwhile, 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). For example, if a student writes *Yesterday I goed to the store,* the teacher should circle *goed* and write VT above it.

In this type, there are two types of feedback coded indirect feedback and encoded indirect feedback. As for the first type "coded indirect feedback", the teacher underlines the errors or mistakes for the students and then the teacher writes the symbol above the targeted error or mistake and then the teacher gives the composition to the student to think what the error is as this symbol helps the student to think. In the second type, the encoded indirect feedback, the teacher underlines or circles the error or the mistake and the teacher doesn't write the

correct answer or any symbols and the student thinks what the error is and corrects.

In indirect feedback, teachers respond to their students' errors by using symbols and codes that indicate the location and type of error.

Lee (2005) states that indirect feedback 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.

To make indirect feedback more effective, Lee (2005) states that indirect feedback can be done by a symbol representing a specific kind of error (**T**=verb tense, **Sp**=spelling) and to reduce student confusion, teachers can consistently use a standard set of symbols or markings to indicate place and type of error and train the students in what kinds of corrections to make based on each symbol. Furthermore, teachers should familiarize students with the system so they will not be surprised when new symbols are occurred.

According to Finocchiaro (1987) the symbols or codes that can be used to indicate error in indirect feedback can be seen as follows:

Table 2.1 Correction codes used to indicate error types in indirect feedback

No	Code	Meaning	Kinds of errors
1	**WC**	Word Choice	The words are inapplicable with the sentences/ meaning
2	**WF**	Word Form	Wrong word form
3	^	Missing Word	There is a missing word in the sentence/ you should add a word here.
4	?	Unclear Meaning	I can't understand this. The meaning is not clear. Write in another way to

			make the meaning clearer.
5	S/V A	Subject verb agreement	Subject and verb don't agree
6	☐	Not Neccesary	The word is not necessary in this sentence.
7	Prep.	Preposition	Wrong preposition
8	Art.	Article	Use article a, an or the for singular noun
9	WO	Word Order	Wrong word order
10	SP	Spelling Error	You have to check and correct the spelling of the word.
11	Capt.	Capitalization	The word should be started by capital letter/not capital.
12	Punct.	Punctuation	There is something wrong with he punctuation/ you have to add punctuation here (coma,fullstops,etc.)
13	VT	Verb tense or GR = more general grammar problems	Wrong tense/ use another tense
14	DNS	Does Not Support	The developing sentence does not support the main idea.
15	More	Need More	Need more developing sentence.
16	Org.	Organization	You have to check the sequence of your developmental paragraph.

(Finocchiaro, 1987)

2.5. Teaching Writing Recount Text Using Teacher's Indirect Feedback

Writing is not only a single step but a process. To pass the process from the first draft to the final draft, students need guidance, supporter and counselor/advisor to make their writing better. Hyland (2004) states that recount text is a kind of genre that has

social function to retell event for the purpose of informing or entertaining. The tense that is used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. In addition, Anderson (2002) states that recount text is a text which list and describe past experiences by retelling events in the order that happened in chronological order.

Therefore, to make writing recount text the students need someone to check the mistake that they made. It can be from teacher or peer, because writing usually involves one person for another to help them in expressing their ideas in writing form. Even though peers feedback is more advantageous, the teacher's feedback is eventually needed to provide a whole class impression before they are engaged in an individual writing as practice. Here, teacher can function as describer when he/she gives feedback. Before that, teacher should be a reader and as advisor for them. According to Liu (2008) that indirect correction enabled students to make fewer morphological errors with greater accuracy in a new piece of writing. It means that indirect feedback could help students to reduce such errors as word choice, verb form, article incorrect, omitted or unnecessary words and etc. In addition, Alghazo (2009) found that students who were given indirect feedback did better then both the control group and the direct feedback group. And also the recent research by Eslami (2014) found that the indirect feedback group outperformed the direct feedback group on both immediate post-test and delayed post-test. So, it could be concluded that teacher's indirect feedback could be used for teaching writing recount text.

2.6. Procedures of Teaching Recount Text Writing Using Teacher's Indirect Feedback

Based on the notion proposed in Mappe (2000), it is concluded that this study uses four steps in teaching recount text by using teacher's indirect feedback. Those steps could be described as follows:

1. Pre- writing

a. Teacher asked the students about their holiday, for example "Do you have an unforgettable holiday? When it happens? Where do you go? With whom do you go to holiday? Can you tell me the place that you visited?"

b. Teacher explained the correlation between those questions and the material they would learn. It was about recount text.

2. Drafting

a. Teacher asked the students to write 1st draft about recount text.

b. Students wrote composition based on teacher's instruction.

3. Revising

a. Teacher asked the students to submit their writing.

b. Students submitted their writing.

c. Teacher explained that he/she would put indirect feedback in every error of students writing.

d. Teacher gave indirect feedback to the students' writing error.

4. Editing

a. Teacher distributed students' first draft.

b. Teacher asked the students to revise their draft based on the indirect feedback given on it.

c. Teacher asked the students to submit their writing.

So, the teacher should do this procedure to make the teaching writing in recount text as well as expected.

2.7. The Advantages and Disadvantages of Indirect Feedback

Technique is an important thing in teaching and learning in every skill because, technique can be used to improve students' ideas and comprehension. In addition, all technique has advantages and disadvantages. Below are the advantages and disadvantages of teacher's indirect feedback:

2.7.1. The Advantages of Indirect Feedback

Teacher's indirect feedback is considered as an alternative strategy to teach writing because it has many advantages. The advantages of using it can be described as follows:

1. Students are able to express their ideas more clearly in writing and to get clarification on any comments that teachers have made (Frodesen, 2001).

2. Indirect feedback is more helpful on students' long-term writing development than direct feedback (Ferris, 2002).

3. Indirect feedback may be more beneficial to students than direct feedback in editing (Lalande, 1982).

2.7.2. The disadvantages of Indirect Feedback

Beside of the advantages, indirect feedback has disadvantages that should be considered as follows:

1. The process of giving feedback to each student's writing can consume much time if the number of the student in the class is large (Frodesen, 2001).

2. Students may feel confused because of the symbol given is not familiar to them (Frodesen, 2001).

Therefore, the teacher should consider the time allocation for giving the feedback and to reduce student confusion, teachers could consistently use a standard set of symbols or markings to indicate place and type of error and trained the students in what kinds of corrections to make based on each symbol.

2.8. Theoretical assumption

In teaching writing, there were many steps that could be used by teachers to reach the goal of teaching learning process. Teacher's indirect feedback was one of the ways that could be used to improve students' writing ability. Writing is counted as the most difficult skill. Students need to consider five aspects of writing; they are content, organization, grammar, vocabulary, and mechanics. Obviously, some cases showed that it was difficult to students to express their ideas coherently into writing form. Some mistakes could be made in every aspects of writing. Therefore, indirect

feedback could be used to alert the students about their error and gave them opportunity to fix the errors themselves. It also could be used in order to minimize grammar errors and inaccuracy of selection of word. Sometimes, it was hard for the students to select the correct word for their sentences. The problem was not only in selecting the correct word but also the students often made the unclear meaning and missing word in their sentence. This problem made the reader cannot get the point of the students' writing but according to Liu (2008: 76) indirect correction enabled students to make fewer morphological errors with greater accuracy in a new piece of writing. It means that indirect feedback could help students to reduce such errors as word choice, verb form, article incorrect, omitted or unnecessary words and etc. Finally, it is assumed that teacher's indirect feedback can improve students' recount text writing ability in terms of content, organization, grammar, vocabulary, and mechanics.

2.9. Hypotheses

Based on the theoretical assumption above, the researcher formulated hypotheses as follows:

1. There is a difference of students' writing ability after the implementation of indirect feedback as a technique.
2. The aspect of writing that improves the most after the implementation of indirect feedback as a technique is vocabulary.

So, it could be concluded that there was a difference of students' writing ability after the implementation of indirect feedback as a technique and the aspect of writing that improves the most after the implementation of indirect feedback as a technique is vocabulary.

III. RESEARCH METHOD

This chapter discussed about research design, population and sample, data collecting technique, procedures of data collecting technique, scoring criteria, instruments, validity, reliability, data analysis, data treatment, and hypotheses testing.

3.1. Design

This research was quantitative research. In conducting the research, the researcher applied One Group Pretest-Posttest, pre-experimental design. The researcher used one class where the students were asked to make first draft before treatments and they were asked to make second draft after the treatment. The first draft was to find out the students' preliminary ability before the treatments were given. The second draft was used to see how far the increase of the students' writing mastery after the treatments was given. The treatment was given to the students by using teacher's indirect feedback as the technique.

In doing this research, the data was taken by having first draft (T1) and second draft (T2) on the sample. It could be demonstrated as follow:

| T1 | X | T2 |

T1   : First draft

T2   : Second draft

X   : Treatment (indirect feedback)

(Setiyadi, 2006:131)

3.2. Population and Sample

The population of this research was the first grade students of SMA Negeri 5 Bandar Lampung in the second semester of academic year 2015/2016. There were ten classes of the first grade (X.1 – X.10). In this case, the researcher used one class as a sample. It was X.10 which consisted of 32 students. The researcher used lottery technique to choose the treatment class. So, all the class got the same chance to be sample.

3.3. Data Collecting Technique

The aimed of this research was to gain the data on the students' recount writing ability score before the treatment (first draft) and after the treatment (second draft). The text was recount text that concerned based on five aspects of writing: content, organization, grammar, vocabulary, and mechanics. First draft and second draft conducted to see whether there was a significant improvement on students' score after the implementation of teacher's indirect feedback as the technique. The data was gained from:

1. First draft

The first draft was conducted before the treatment administered. It was administered to the experimental class. It was to see the basic quality of students'

recount writing performances before receiving the treatment. The first draft was a writing test. The first draft conducted in 90 minutes. Instructions used by the researcher for the first draft were:

1. Make a recount text about holiday that consists of orientation, events, and re-orientation.

2. Write your recount text by using Simple Past Tense and action verbs.

3. Make it in three or more paragraphs. Each paragraph consists of four or more sentences.

4. Pay attention to the five aspects of writing; content, grammar, organization, vocabulary and mechanics.

5. Check them carefully before you submit it.

2. Second draft

The second draft conducted after the treatment administered. It was used to know the improvement of students' ability in writing recount text through indirect feedback. It was conducted in 90 minutes. The second draft administered once. Instructions that used by the researcher for the second draft were:

1. Make a recount text about holiday that consists of orientation, events, and re-orientation.

2. Write your recount text by using Simple Past Tense and action verbs.

3. Make it in three or more paragraphs. Each paragraph consists of four or more sentences.

4. Pay attention to the five aspects of writing; content, grammar, organization, vocabulary and mechanics.

5. Check them carefully before you submit it.

3.4. Procedures of Data Collecting Technique

In collecting the data, this study used the following steps:

1. **Selecting materials for treatment**

   In selecting materials for treatment, the researcher selected some samples of recount text from English books and the internet.

2. **Determining the population and selecting sample**

   The population of this research was the first grade of SMA Negeri 5 Bandar Lampung in the second semester of academic year 2015/2016. There were ten classes; the researcher chose one class as the experimental class randomly by using lottery, since every class had the same opportunity to be chosen.

3. **Administering the first draft**

   The first draft was conducted to measure students' preliminary ability before treatment. Here, students in experimental class were assigned to write a recount text. The time allocation was 90 minutes.

4. **Conducting the treatment**

   After giving the first draft to the students, the experimental class was given treatment by using indirect feedback. The treatment was conducted in 90 minutes.

5. Administering the second draft

In order to see the improvement of students' writing ability, the second draft was conducted in the experimental class after they were given the treatment. The test was in form of writing. The students were asked to develop their recount text writing based on the topic which was given by the teacher. The second draft was conducted in 90 minutes.

6. Analyzing the test result

After scoring the first draft and second draft, the data was analyzed by using SPSS. It used to find out the means of first draft and second and how significant the improvement was.

3.5. Scoring Criteria

The students could succeed in writing if their writing included five aspects of writing. Therefore, the aspects of writing were evaluated in the students' paragraph writing in the form of simple recount text. They were content, organization, grammar, vocabulary, and mechanics. The score of the test in writing recount text derived as follows:

Content : 30%

Organization : 20%

Vocabulary : 20%

Grammar : 25%

Mechanics : 5%

The scoring criteria are designed by Jacobs et al (1981) as could be seen below:

Table 3.1. The Scoring Criteria

ASPECTS OF WRITING	SCORE	CRITERIA
Content	27-30	EXCELLENT TO VERY GOOD: knowledgeable. Substantive. Thorough development of thesis. Relevant to assigned topic.
	22-26	GOOD TO AVERAGE: some knowledge of subject. Adequate range. Limited development of thesis. Mostly relevant to topic, but lacks in detail.
	17-21	FAIR TO POOR: limited knowledge of subject. Little substance. Inadequate development of topic.
	10-16	VERY POOR: limited knowledge of subject. Non-substantive. Not pertinent. Or not enough to evaluate.
Organization	18-20	EXCELLENT TO VERY GOOD: fluent expression. Ideas clearly stated/supported. Succint. well-organized. logical sequencing. cohesive.
	15-17	GOOD TO AVERAGE: somewhat choppy. loosely organized but main ideas stand out. limited support. logical but incomplete sequencing.
	10-14	FAIR TO POOR: non-fluent. ideas confused or disconnected. lacks logical sequencing and development.
	7-9	VERY POOR: does not communicate. no organization. Or not enough to evaluate.
Vocabulary	18-20	EXCELLENT TO VERY GOOD: sophisticated range. effective word/idiom choice and usage. word form mastery. appropriate register
	15-17	GOOD TO AVERAGE: adequate range. occasional errors of word/idiom form, choice, and usage but meaning not obscured.
	10-14	FAIR TO POOR: limited range. frequent errors of word/idiom form, choice, and usage. meaning confused or obscured.
	7-9	VERY POOR: essentialy translation. little knowledge of English vocabulary, idioms, word form. or not enough to evaluate.
	22-25	EXCELLENT TO VERY GOOD: effective complex constructions. few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.

Language use (grammar)	18-21	GOOD TO AVERAGE: effective but simple constructions. minor problems in complex constructions. several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions. but meaning seldom obscured.
	11-17	FAIR TO POOR: major problems in simple/complex constructions. frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions. meaning confused or obscured
	5-10	VERY POOR: virtually no mastery of sentence construction rules. dominated by errors. does not communicate. or not enough to evaluate.
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions. few errors of spelling, punctuation, capitalization, and paragraphing.
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured.
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, and paragraphing. poor handwriting. meaning confused or obscured.
	2	VERY POOR: no mastery of conventions. dominated by errors of spelling, punctuation, capitalization, and paragraphing. handwriting illegible or not enough to evaluate.

Jacobs et al (1981)

3.6. Instrument

Writing test was a device which requires the students to compose their own idea and extended responses to problem set by the teacher. The instrument of this research was recount text writing. The researcher administered writing test to find out whether there was an improvement of students' recount text writing ability after the implementation of indirect feedback as the technique or not. That was why the students were asked to write a recount text. The students were given a chance to make writing composition for about 90 minutes.

3.7. Validity

A test could be considered valid if the test measures the objectives to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). According to Hatch and Farhady (1982: 281) there are two basic types of validity; content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity were analyzed.

3.7.1 Content Validity

Content validity was concerned with whether the test was sufficiently representative and comprehensive for the test. In the content validity, the material given was suitable with the curriculum. Content validity is the extent to which a test measures a representative sample of the subject meter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982: 251). This study used recount writing test which wass supposed to be comprehended by the first grade of senior high school students. The test was considered as valid in content validity since the test of writing constitutes a representatives sample of the language skill and structure and also the material used was chosen based on 2006 English Curriculum of KTSP for first grade of senior high school.

3.7.2. Construct Validity

Construct Validity was concerned with whether the test was actually in line with the theory of what it meant to know the language that is being measured, it examined whether the test given actually reflect what it means to know a

language. In this research, scoring criteria based on the five aspects of writing; content, organization, language use, vocabulary, and mechanicsthat were suggested by Jacobs et al (1981: 90).

3.8. Reliability

Hatch and Farhady (1982:243) established that the reliability of a test could be defined as the extent to which a test produces consistent result when it administered under similar conditions. A test could be considered reliable if the test has a consistent result. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there was inter-rater reliability. Inter-rater reliability used when score on the test was independently estimated by two or more judges or raters. In this case, the first rater was researcher and the second was English teacher in SMA Negeri 5 Bandar Lampung. Before scoring the students' recount text writing, it was important to make sure that both raters used the same criteria of scoring. Hereby, the first and the second rater are use scoring criteria devised from Jacobs et al (1981: 90). To measure how reliable the scoring was, this study used *Rank – order Correlation* with the formula:

$$p = 1 - \frac{6.\sum d^2.}{N(N^2 - 1)}$$

p : Coefficient of rank order

d : Difference of rank correlation

N : Number of students

1-6 : Constant number

(Hatch and Farhady, 1982: 206)

In this case, the coefficient of rank correlation was analyzed with the standard of reliability as followed:

1. 0.80000 - 1.0000   : very high reliability

2. 0.60000 - 0.7900   : high reliability

3. 0.40000 - 0.5900   : medium reliability

4. 0.20000 - 0.3900   : low reliability

5. 0.0000 – 0.1900   : very low reliability

Based on the standard of reliability above, it could be concluded that the writing tests would be considered reliable if the tests reached the range of 0.60-0.79 (high reliability).

The reliability of this research could be seen on the explanation below:

1. **Reliability Result of the Score in First Draft**

$$p = 1 - \frac{6.\ d^2}{N(N^2-1)}$$

$$p = 1 - \frac{6.\ (66)}{32(1024-1)}$$

$$p = 1 - \frac{396}{32736}$$

$$p = 1 - 0.012096$$

$$p = 0.987903 \text{ (Very high reliability)}$$

2. **Reliability Result the Score in Second Draft**

$$p = 1 - \frac{6.\ d^2}{N(N^2-1)}$$

$$p = 1 - \frac{6.\ (94)}{32(1024-1)}$$

$p = 1 - \dfrac{846}{32736}$

$p = 1 - 0.025843$

$p = 0.974157$ (Very High Reliability)

3.9 Data Analysis

The result of students' recount writing ability in each test evaluated based on content, language use, organization, vocabulary, and mechanics. The results of students' performance in pretest were compared with the result of their performance in posttest to the impact of the instruction in their writing performance. To analyze the data gained from writing test, the researcher treated the data through the following steps:

1. **Sorting the data**

   Each rater scored the students' writing of first draft and second draft. Then, the average scores between two raters taken to be the final score that was analyzed statistically using *Repeated Measured T-test (Paired sample T-test)* that was to show the differences between first draft and second draft of experimental class for answering the hypothesis. The data was computed through Statistical Package for Social Science (SPSS) version 18.0.

2. **Drawing conclusion**

   The score of the first draft and second draft of two groups were statistically analyzed using *Repeated Measured T-test (Paired Sample T-test)* to draw a conclusion. It was computed through the Statistical Package for Social Science (SPSS) version 18.0.

3.10. Data Treatment

According to Setiyadi (2006:168-169), using T-Test for hypothesis testing has three basic assumptions that could be described as follows:

    a. The data is an interval.

    b. The data is taken from random sample in population.

    c. The data is distributed normally.

Therefore before testing the hypothesis using T-test, it was necessary to find out whether the data in experimental class was normally distributed or not. Since the objective of this study was only to find out the improvement of students' writing ability, the data was treated only using normality test.

This test used to measure whether the data was normally distributed or not. The data tested by *One-sample Kolmogorov-Smirnov* Formula (SPSS 18.0). The criteria of normal distribution were:

    H_0 : the distribution of the data is normal

    H_1 : the distribution of the data is not normal

The hypothesis would be accepted if the result of the normality test was higher than 0.05 (sign >). In this case, the researcher used the level of significance of 0.05.

3.11. Hypotheses Testing

After collecting the data, the researcher analyzed them in order to find out whether there was a difference of students' writing ability in recount text after the implementation of indirect feedback as a technique. The researcher used *Repeated Measured T-test (Paired Sample T-test)* to find out the improvement of the treatment.

The formulation was:

1. Paired Sample t-test

$$t = \frac{Md}{\sqrt{\dfrac{\sum x^2 d}{N(N-1)}}}$$

and

$$x^2 d = d^2 - \frac{(\sum d)^2}{N}$$

t= test

Md = mean from the differences pretest and posttest (posttest-pretest)

Xd = deviation of each subject (d – md)

$x^2 d$ = total of quadratic deviation

N = subjects on sample

(Arikunto, 2010: 349-350)

The hypotheses were state as below:

H_0: There is no difference of students' writing ability in recount after the implementation of indirect feedback as a technique. The criteria H_0 would be accepted if alpha level was higher than 0.05 (>0.05).

H_1: There is a difference of students' writing ability in recount after the implementation of indirect feedback as a technique. The criteria H_1 would be accepted if alpha level was lower than 0.05 (<0.05).

Vocabulary was the aspect of writing that improves the most after the implementation of indirect feedback as the technique.

From the explanation above, the hypotheses of this research was accepted if the alpha level was lower than 0.05 and vocabulary was the aspect of writing that improves the most after the implementation of indirect feedback as the technique if vocabulary aspect had the highest gain score.

V. CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use indirect feedback as a technique in teaching writing and for those who want to conduct similar research.

5.1. Conclusions

The objective of this research was to find out whether there was a difference of students' writing ability in recount text after the implementation of indirect feedback as a technique. In relation to results of the study, it was concluded that:

1. Indirect feedback can significantly improve students' ability in all aspects of writing. It can be said that indirect feedback is a suitable technique to be applied in revising stage of teaching writing. From the statistical result in the previous chapter, it can be seen that t-value (8.420) was higher than t-table (2.040) and significance value (0.00) was lower than 0.05. On the other hand, indirect feedback is a suitbale technique to be applied in revising stage of teaching writing because indirect feedback can make the students able to express their ideas more clearly in writing and to get clarification on any comments that the teacher have made.

2. Teacher's indirect feedback is very useful to improve students' recount text writing ability especially in vocabulary aspect since vocabulary aspect has the highest percentage, it was 0.42%. Indirect feedback is believed to be able to encourage the students to improve their performance in writing by solving the problem themselves and vocabulary errors.

5.2. Suggestions

In reference with the conclusions above, the writer gives some suggestions as follow:

1. **Suggestions for English Teachers**

   a. English teachers are suggested to use indirect feedback as a technique that can be used to improve students' writing ability in recount text because the researcher found that through indirect feedback students become more active and autonomous in the learning process.

   b. English teachers may start using indirect feedback by focusing on certain aspect of writing to increase. It is done in order to ease students to improve their self-correction ability step by step.

2. **Suggestions for Further Research**

   a. This study was conducted in the Senior High School level. Therefore, the further research can try to find out the effect of using indirect feedback in different level.

b. In this study, recount text was employed as the media to measure the improvement of students' writing ability after the implementation of indirect feedback. Further research can try to apply indirect feedback with another kind of text, narrative and report text for instances.

c. Since in this study the researcher only used 16 codes of indirect feedback, the further researcher are suggested to add and use more codes as much as possible.

d. Obviously, the students' score were still low in grammar and content aspect. Thus, the further research is suggested to find out another alternative strategy to improve students' writing ability particularly in term of grammar and content.

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