

**THE EFFECT OF TEACHER'S INDIRECT FEEDBACK ON
DESCRIPTIVE WRITING AT SMA AL-AZHAR 3 BANDAR LAMPUNG**

(A Script)

**By
Seli Oktaria Jati**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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ABSTRACT

THE EFFECT OF TEACHER'S INDIRECT FEEDBACK ON DESCRIPTIVE WRITING AT SMA AL-AZHAR 3 BANDAR LAMPUNG

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Writing is simply regarded as the most complex language skill to study. This stands to reason for it has crucial elements covering content, organization, grammar, vocabulary, and mechanics. Therefore, it is not uncommon that learners often make errors in learning writing. In view of this, the purposes of this research were to investigate whether there is a statistically significant difference of students' writing descriptive text after the implementation of teacher's indirect feedback and to find out what aspect of writing that improves the most after the implementation of teacher's indirect feedback. This research was quantitative research. The subjects were 25 students of X IPA 2 of SMA Al-Azhar 3 Bandar Lampung. The writing test was used to collect the data. The data was analyzed using SPSS version 16.0 software program.

The treatments were done in 5 meetings. In the first meeting, the researcher conducted pre test. In the second meeting, the researcher taught them about descriptive text by providing the example of descriptive text, generic structure, and language features. After explaining, they were asked to make first draft of descriptive text. In the next meeting, the researcher introduced about aspects of writing and the kind of feedback given. The researcher explained about the correction codes or symbols of teacher's indirect feedback given in their draft and asked the student to revise their first draft into the second draft. In the fourth meeting, the researcher listed students' common mistakes and gave the example of their correct form. Next, the students were asked to revise their second draft into the third draft based on the feedback given. In the last meeting, the researcher conducted post test.

The result showed that there was a statistically significant improvement of students' writing of descriptive text with the significant level $0.00 < 0.05$. The next result showed that mechanic was the aspect of writing that significantly improved the most. This suggests that indirect feedback facilitates students to improve their writing.

Keywords: descriptive writing, indirect feedback

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**By
Seli Oktaria Jati**

**A Script
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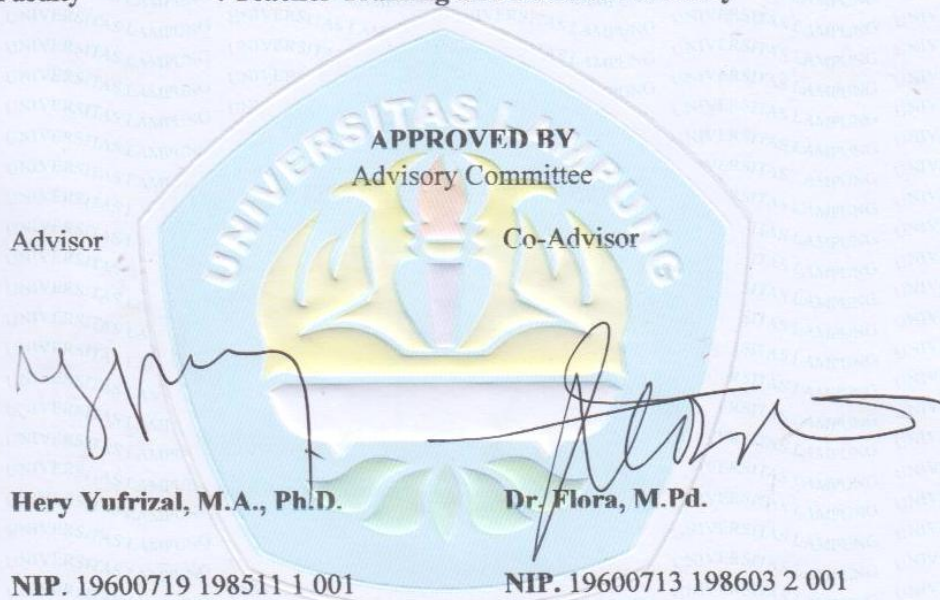
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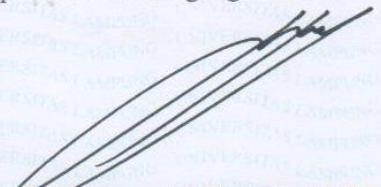
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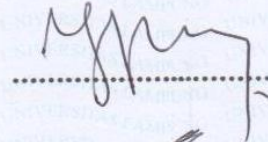


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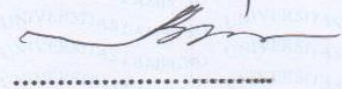
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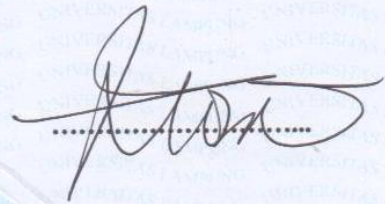
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CURRICULUM VITAE

The writer's name is Seli Oktaria Jati. She was born on October 9th, 1995 in Bandar Lampung. She is the second daughter of a great couple, Mr. Sunar and Mrs. Setia Agustini. She has one older sister and one younger sister named Ariska Rahmalia Jati and Hanisa Oktiara Jati.

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DEDICATION

This script is entirely dedicated to:

My beloved parents, Sunar and Setia Agustini

My beloved sisters, Ariska Rahmalia Jati and Hanisa Oktiara Jati

My cute niece, Anasya Fatania Andari

My lovely almamater, Lampung University

MOTTO

Every disciplined effort has its own multiple reward.

(Matthew Kelly, 1999)

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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: The Effect of Teacher Indirect Feedback on Descriptive Writing at SMA Al-Azhar 3 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. This script could never come to existence without any support, encouragement, and guidance from several dedicated people. In this occasion, I would like to express my deepest gratitude to:

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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 and suggestion are always welcome for the better research.

Bandar Lampung, 20 Juni 2018

The writer

Seli Oktaria Jati

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STUDENTS' WORKSHEET

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I. INTRODUCTION

This chapter reveals several points explaining the reasons for conducting this study. It consists of background of the problem, formulation of the research questions, objectives of the research, uses of the research, and scope of the research. In order to avoid misunderstanding, definitions of terms are provided in the last part of this chapter.

1.1. Background of the Problem

Writing is one of the language skills that students need to master. Writing is considered as complex skills for students to achieve. This is because writing skills require certain crucial components, such as, (1) content refers to the substance of writing, the experience of the main idea (unity). Unity can be identified by seeing the topic sentence and the controlling idea. Each sentence in a paragraph should relate to the topic and develop the controlling idea, (2) organization refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that ideas run smoothly within paragraph, (3) vocabulary refers to the selection of words, it means that the writer has to understand parts of speech consisting of content words and function words, (4) language use refers to the use of the correct grammatical and syntactical pattern. It is identified from the construction of well-formed sentence, and (5) mechanics refers to the use of conventional graphics of the language, i.e., the step of arranging letters, words, paragraphs, by using knowledge of structure and some others related to one another, and also the use of correct punctuation marks.

With this notion in mind, it is understandable that SMA students have serious problem in their practice. Commonly, the students use writing as a means of communication to convey the knowledge or information about a given subject. For example, in the newspaper, the reader often finds the article, which consists of someone's opinion or the scientist's invention. More Specifically, the purpose of writing is to share information to each other. The function of writing also can be as self-expression. Perhaps, at sometimes, the people keep a journal or a diary in which records their feelings and impression. Therefore, when the people have finest moment, sad ending, or something that make them happy, they record them into a note or diary. Eventhough, it is not always being published, but it proves that writing is self-expression.

Actually, there are kinds of text writing, for instance; (1) descriptive text denotes a text that describes a particular person, place, or thing (Gerot and Wignell, 1994: 208), (2) narrative text reflects a text that tells a story and, in doing so, entertains the audience (Anderson and Anderson, 2003a), (3) recount text refers a piece of 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 to describe something in a general way. Often it is non-chronological and written in the present tense. This theory implies that report text refers to kind of text that describes the information by explaining the general information which is used to report the information (Barker, 2000:23), (5) an analytical exposition is a text that elaborates the write's idea about the phenomenon surrounding (Wahidi, 2009), (6) procedure text is the text which is used to give instruction by doing something with a series of actions or step (Yuliani, 2008: 18), etc.

Among those kinds of text writing, especially this research selects descriptive text. This is because as it is stated in the 2013 curriculum of Senior High School for ten grade, one type of texts that the students should achieve was descriptive text. 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. They should be able to make sentences in form of present tense and develop main idea into descriptive text which consists of 3 to 4 paragraphs. As stated earlier that even though writing is important, to some extent, it is still a serious problem in our education. A study by Diharyono (1990: 1) indicated that students knew or had the ideas what they were going to write, but they did not know how to put them into sentence.

With regard to pre-observation in SMA Al-Azhar 3 Bandar Lampung, students had some problems in writing. In content aspect, it was found the limitation of students' ability in developing the ideas, the lack of the students' ability in vocabulary, and background knowledge of the topic. In their writing, they seemed confused of what they should have written. Because of that, the students could not develop the sentences, they just wrote the simple information. In organization aspect, it was found that the students had an obstacle in arranging the ideas which made the ideas were not connected well and still lack of logical sequencing and development. The students also did not know the structures of sentence.

From vocabulary aspect, the students' vocabulary ability was still low. The student's error was in word choice. They made mistakes in choosing the unsuitable words. There were frequent errors in the choice of word that made the meaning confusing because there were many words irrelevant to the context. In language use aspect, it was found that there were frequent error of verb

agreement, preposition, and fragments that made the meaning obscured. Some of students did not use simple present tense. And the last from mechanics aspect, it was found some students made frequent mistakes on these aspects (punctuation, capitalization, paragraphing, and spelling). They also did not use capital letter of some words like in the first sentence/first paragraph, place's name, and person's name.

Besides that, study by Pujiawati (2018) from Singaperbangsa Karawang University which was conducted in English Education Department of Singaperbangsa Karawang University. She found that most students tended to be anxious in learning paragraph writing. They did not enjoy the class because they thought that writing is very difficult, especially when in starting to write. They worried too much on the topic to be developed, what sentence look like is in the beginning of a paragraph, and what is the next sentence to continue writing. As a result, they found many troubles even it is just to write a single piece of paper. Moreover, the students taking writing paragraph course technically was also lack of knowledge dealing with basic writing skills, e.g. grammar.

In relation with the study above, a variety of language errors that were discovered in grading students' works. In this study, for example, the students often do not choose the correct English verb tense for expressing an idea or do not use it in its correct form. They also fail to use the articles and prepositions correctly, use adjectives instead of adverbs, shift from one person to another, or place words in the wrong order in a sentence.

This writer's experience is then supported by the result of an unpublished research conducted by Wigati (2003), at Unsika, addressing the students' problems in writing. To be more concrete, the findings show that the respondents were faced mainly with the lack of vocabulary and the lack of capability in operating the

English grammar. The following are types of errors in grammar met by the respondents: incorrect verb tense, verb incorrect formed, incorrect sentence structure, incorrect or awkward word order, incorrect formation or use of passive, unclear message, incorrect subject-verb agreement, incorrect or missing article, problem with singular or plural of a noun, wrong word choice, and including prepositions.

Another study by Maharani (2017) from Sultan Agung Islamic University which conducted a research in English education of Sultan Agung Islamic University. She found that the university students especially the second semester students of English education program had many difficulties. The difficulties of deciding the appropriate tense; providing correct verb, pronoun, determiner, plural, there is, there are; changing Indonesian sentences into English sentences which meant that their writing often seemed as English-Indonesian sentences; creating meaningful sentences; creating complete sentences; providing active into passive sentences and vice versa; deciding the appropriate words choice; creating good sentences which consists of modal; creating uncorrelated sentences; creating correct direct-indirect sentences; and creating consistent terms are their problems. Moreover, the other problem deals with the difficulties in linking one paragraph into other paragraphs. The problems faced by the students are not surprising since they face different language, English, which is not their first language. They do not have clear understanding about the characteristics of writing. Moreover, they are not provided insufficient linguistic input to write in English successfully.

In writing process, learners always deal with the process of arranging words into sentences and 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. Thus, the researcher tried to implement a technique that could encourage the students to write well. In this case, the researcher will choose a technique as facilitator in teaching. On learning activity, technique could help the teacher in conveying the teaching material. Thus, the students will learn 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 feedback.

In the teaching writing, usually the students are asked to make a piece of work of free writing based on the topic 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 teachers prefer this kind of feedback because they think 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.

Additionally, there is another feedback that can be given to the students to improve their writing ability namely indirect feedback. In this case, the researcher thinks indirect feedback is one of positive supports that can be given by an English teacher to their students in order to improve students' writing and minimize their errors. Actually, direct feedback can be durable, but it will keep only in mind of receiver and will be lost in certain time. In contrast, indirect feedback, the thought and comment will be saved for a very long time in the memories, and it is more helpful on student's long term writing development than direct feedback (Ferris, 2002). Based on the background of the problem above, the researcher is interested in improving students' descriptive writing ability through teacher's indirect feedback.

1.2. Formulation of the Research Questions

Considering the background presented above, the research questions are formulated as follows:

1. Is there any significant difference of student writing before and after giving indirect feedback in terms of content, organization, vocabulary, grammar, and mechanics?
2. What aspect of writing that improves the most after the implementation of teacher's indirect feedback in terms of content, organization, vocabulary, grammar, and mechanics?

1.3. Objectives of the Research

To answer the research questions, the objectives of the research are:

1. To find out whether there is any significant difference of student writing before and after giving indirect feedback.
2. To find out the aspect of writing that improves the most after the implementation of teacher's indirect feedback.

1.4. Uses of the Research

In relation to the research questions and objectives, the finding of the research may be beneficial not only theoretically but also practically. The uses of the research are as follows:

1. Theoretically, this research can be used to support the previous theory that teacher's indirect feedback can be applied to improve students' descriptive

writing ability. Besides, it can be used as reference for those who want to conduct the research in the same field.

2. Practically, this research can be used as a reference for English teachers about teaching writing using teacher's indirect feedback as one of alternative steps so that the goal can be achieved.

1.5. Scope of the Research

This study was quantitative research. This research was conducted at the first grade of SMA AL-Azhar 3 Bandar Lampung. The subjects are chosen as they, according to the 2013 Curriculum for SMA, have learned about (1) grammar, (2) vocabulary focusing on the content words analysis, and (3) some kinds of text, such as descriptive text, narrative text, and recount text. A class was chosen randomly to be the sample. It was X IPA 2 which consists of 25 students. Specifically, this study investigated whether there is any significant difference of student writing before and after giving indirect feedback and the aspect of writing that improves the most after the implementation of teacher's indirect feedback. The treatments were conducted in 3 meetings. The scoring criteria was adopted from Harris (1979: 68-69). The materials were adopted from the 2013 Curriculum. The topic was discussed by the students in writing descriptive is family member or friend.

1.6. Definition of Terms

In order to give consistent concepts, there are some key terms used in this research. The purpose of the clarification of term is to avoid misunderstanding which the terms are defined as follows:

1. **Writing** is one of language skills in which the students learn how to get ideas and express the ideas in written form by applying content, organization, grammar, vocabulary, and mechanics. Then, transactional signals play very important roles to make paragraph.
 - 1.1. **Content** refers to the substance of writing, the experience of the main idea (unity). Unity can be identified by seeing the topic sentence and the controlling idea. Each sentence in a paragraph should relate to the topic and develop the controlling idea.
 - 1.2. **Organization** refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that ideas run smoothly within paragraph.
 - 1.3. **Vocabulary** refers to the selection of words, consisting of mainly content words including nouns, verbs, adjectives, and adverbs.
 - 1.4. **Language use** refers to the use of the correct grammatical and syntactical pattern. It is identified from the construction of well-formed sentence.
 - 1.5. **Mechanics** refers to the use of conventional graphics of the language, i.e., the step of arranging letters, words, paragraphs, by using knowledge of structure and some others related to one another, and the use of punctuation marks.
2. **Teacher's Indirect feedback** refers to a feedback that 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. The code will be given based on five aspects of writing (content, organization, language use, vocabulary, and mechanics).
3. **Descriptive text** is a kind of texts which purpose is to describe a particular person, place, or thing in detail. (Knapp and Watkins: 2005).

4. Improvement is the process of a thing moving from one state to a state considered to be better, usually through some actions intended to bring about that better state.

Those are the explanations about the background of the problem, formulation of research questions, objectives of the research, uses of the research, scope of the research, and definition of the terms that are used in this research.

II. LITERATURE REVIEW

This chapter discusses several points related to the key of terms, i.e., literature review that deals with review of previous studies, concept of writing, aspects of writing, teaching writing, the writing process, concepts of indirect feedback strategy, text, descriptive text, feedback, teacher's feedback, teaching descriptive text writing using teacher's indirect feedback, procedures of teaching descriptive text writing using teacher's indirect feedback, advantages and disadvantages of indirect feedback, theoretical assumption, and hypothesis.

2.1. Review of Previous Studies

In its nature, writing is a skill in delivering an idea, opinion, or description to the readers through written texts. To that end, students need to learn this language skill. In other words, it is an essential component of English not only for their academic practice but also for their future professional life. Reasonably, writing is considered as a complex skill to learn. Thereby, concerning this case, an English teacher should be able to implement and improve a good technique for teaching the students well in order to make the students are able to write a text. One of additional ways that can be used by the teacher to improve students' ability in writing is indirect feedback.

In the recent time, many researchers conducted the research to find out the benefits of teacher's feedback in the process of teaching writing. One of them is Bintang (2015) from Department of English Education, Indonesia University. The research was conducted to investigate the use of indirect feedback to reduce students' grammatical errors in writing an analytical exposition text. The results indicated that the use of indirect feedback reduced the number of grammatical errors made by students in writing an analytical exposition text in terms of article, subject-verb agreement, and noun. Article is aspect that reduced the most in terms of grammatical errors. Next, errors committed were in nouns, and the subject-verb agreement is aspect that reduced the least number of grammatical errors.

Besides, a study was conducted by Samad (2016) from Syiah Kuala University. This research investigated the application of indirect corrective feedback in teaching writing recount text. This study focuses on giving indirect corrective feedback on students' recount writing in terms of grammatical features of the text. Accordingly, there are eight error aspects included in the analysis; these are verb, noun ending, spelling, word form, word order, pronoun, missing and unnecessary word. The findings indicate that Indirect Corrective Feedback helps students to reduce errors in eight aspects. Verb was the aspect reduced mostly in students' recount texts (56) followed by word order (18), word form (16), spelling (14), pronoun (12), noun ending (11), unnecessary word (8), and missing word (3). The result confirmed that Indirect Corrective Feedback can significantly improve the students' writing achievement by the reduction of errors.

The another previous research was conducted by Saukah (2017) from State University of Malang. This research investigated the effect of Coded-Correction Feedback (CCF) and Non-Coded Correction Feedback (NCCF) on the quality of Indonesian EFL students' writing. The result of this study revealed that the quality of the students' writing with CCF was better than that with NCCF.

The findings of this study showed that the quality of the students' writing receiving CCF was better than that receiving NCCF because CCF promotes awareness with noticing as well as understanding. Hence, the use of CCF can be considered more effective than NCCF. In addition, Coded Correction Feedback (CCF) works effectively in terms of language use and mechanic. Coded Correction Feedback develops more on accuracy and it is effective in reducing students' grammatical errors. Hence, the quality of language use and mechanic of students' writing after being given Coded Correction Feedback (CCF) is better than after being given Non-Coded Correction Feedback.

The last previous research was conducted by Syamsir (2016) from STIK Stella Maris Makassar. This research investigated the use of indirect corrective feedback could improve the students' writing ability to the fourth semester students of Sekolah Tinggi Ilmu Keperawatan (STIK) Stella Maris Makassar. The results showed that the use of indirect corrective feedback can also improved students' writing ability. The students had already made a significant progress in all writing components after they were given treatment. However, from five writing components, it seemed that students gained higher score in both classes. They did much better in the content than in other components. In control class, for example, students' mean score increased from 14.90 in the pretest to 18.02 in the posttest. Then, it was followed by vocabulary (9.02 to 14.0), organization (9.32 to 13.72), and language use (8.52 to 13.72). Mechanics, as one of the components, was the most difficult component for students in control class, because the main score was only 3.87 in the posttest from 2.52 in the pretest.

The results of those studies indicated that direct and indirect feedback has its own benefit to improve students' writing ability. But, some research proves that indirect feedback is better than direct feedback. The writer of the current study is interested to findout whether indirect feedback can be implemented and improve

students' writing ability in different level. Further, this study serves a different design from previous study because those studies mostly focused on giving direct feedback to students' writing or comparing direct and indirect feedback. While this study only uses indirect feedback that is used to solve the problem.

2.2. Concept of Writing

In relation to the concept of writing, there are many definitions of writing that have been proposed by some experts in language learning. Theoretically, writing skills become an important part of communication. It requires where the students to be able to express their ideas, feeling and thought which arranges in words, sentences, and paragraph using eyes, brain, and hand (Raimes, (1983: 76). In other word, 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. This statement is completed by Linderman (1983: 11) that writing is naturally a process of communication which uses conventional system to convey the meaning to the receiver. It means that communication in form of written will deal with letters, words, paragraphs, and sentences. From those, the reader can receive the information intended.

Furthermore, writing included in one of four skills that should be mastered by students in learning English. It is used to communicate the ideas, thought and feeling in written form. The complexity of writing is one of reasons why students do many mistakes in express their idea. It is said because before the writer transforms the information to the readers, they should arrange their idea into words and arrange it into good sequences so the reader can understand easily.

In line with the previous ideas, Barrton (2005:5) states that writing is a complicated and mysterious process. Although the writers may think of it as little more than arranging letters and words on a page, a few moments' reflection reveal

that it is much more than that. This also means that writing is not only to write something about what the writers want to tell but also writing is about how the writers can deliver an information through right words in order to express their idea without missing or reducing the sense.

With regard to the clarification above, it is considerably needed to take some points. Writing is a skill that should be mastered by the students to express their idea, thought or feeling on a piece of paper by using appropriate grammar and vocabulary to make the readers understand about what they write.

2.3. Aspects of Writing

In order to make a good writing. There are five aspects that should be considered in the process of making composition. Harris (1979: 68-69) points out five components of writing, namely:

1. Content. This component is the substance of writing; the expression of the main idea (unity). Unity can be identified by seeing the topic sentence and the controlling idea. Each sentence in a paragraph should relate to the topic and develop the controlling idea. Here is an example of a topic sentence referring to a content in a paragraph:

“Kania is a diligent and clever student. *She never comes late to school. She always do her homework. She always get good mark for her test. Someday, she wants to be a teacher when she grows up*”.

Related to the sentence above, it is about “*Kania is a diligent and smart student*”. Then the italic sentences are supporting sentence because it relates to the topic sentence.

2. Organization. This component is related to the logical organization of the content (coherence). It is related to the ideas that stick together so that ideas smoothly within paragraph. Coherence means establishing a relationship between the ideas presented in a paragraph. It brings about a ration in the arrangement of the ideas which are introduced either in the chronological order or in the order of importance while unity means that the entire paragraph should focus on one single idea. We should clarify our idea and make it clear. Thus, the reader can deduce some organization well.

In other words, organization means there is a communication between the reader and the writer. Here is the example of organization aspect:

“I have a sister. Her full name is Kania. I usually call her Nia. She was born in Rawajitu, on June 16th, 2005. She is in the first year of junior school. She is very beautiful. She has a long hair. She has slanting eyes and pointed nose. Her height is about 117cm. Her weight is about 45kg”.

“She like swimming in her spare time. She also likes to play piano. In addition, she like writing. She is a diligent and clever student. She never comes late to school. She always do her homework. She always get good mark for her test. Someday, she wants to be a teacher when she grows up”.

It can be seen that the organization of the text is logic and consistent. Because one sentence to other sentences is relating to the topic sentence. “*I have a sister*”. The sentence shows topic sentence of the paragraph. The next topic sentence of the paragraph is about the subject’s physical appearance and characteristics, then elaborates the sentences based on the topic sentence itself. This means that the writer writes the sentences about the subject itself.

Then, those topic sentence that the writer elaborates the supporting sentence are consistence. This also means that the writer writes the sentences based on the supporting sentences, does not about another topic. Another sentence in example above that is not bold type is supporting sentences. The last sentence of the example shows concluding sentence which “*Someday, she wants to be a teacher when she grows up*”. Besides, that example consists of identification and description which those are organization of descriptive text.

- 3. Vocabulary.** Theoretically, this component refers to the selecting of words, it means that the writer has to consider the words whether it is appropriate or not with the content. It can be identified by seeing the word choice in order to convey ideas to the reader. (Bramer et al., in Hasan, 2016: 160) state that in dealing with choosing words, the topics under discussion will respectively include words, style, and meaning. (Groth et al., in Hasan, 2016: 161) confirm that choice of vocabulary and the style of language used in a particular piece of writing, which could be formal or informal, naturally refer to the so called *register*.

Specifically, academic writing differs from non-academic writing in terms of being *formal, to the point, and concise*. Formality refers to a particular style of writing in which non-standard, colloquial, or slangy language should be avoided. Therefore, the language should be free from grammatical errors, simplistic sentence structure, and casual expressions, including too many idioms or phrasal verbs. Here are examples of unacceptable forms which are not suitable in academic writing; (a) contracted forms: *I'm, you'll, let's, etc*, (b) SMS text language: *u, ur, gr8, etc*, (c) informal register: *want to, get*. We should try to change such words to vocabulary reflecting a high register: *would like to, acquire, or obtain*. In other words, academic writing pays more attention to the choice of vocabulary, sentence structure, and style.

In terms of *to the point*, academic, academic writing – different from storytelling – should be direct, in the sense that the writer states directly what he intends to tell the readers without wondering here and there. Actually, being *concise* means being brief or short. Brevity is ordinarily important in academic writing; long-winded explanations become unclear, and consequently, the readers can lose their interest and concentration. Of course, although it is brief, it does not mean that it is inadequate. Logically, a clear explanation is necessary, and including a good example is also recommended as an illustration of the point being made.

- 4. Grammar.** This component refers to the usage of the correct grammatically form and synthetic pattern on separating, combining, and grouping ideas into words, phrases clause, and sentences to bring out logical relationship in the text. Syntactic pattern refers to the ways in which we order specific words to create logical and meaningful sentences. It is identified from the construction of well-form sentence.

1. Grammatical terms

a. Agreement of Subject and Predicate

When a subject agrees with its predicate, both subject and predicate verb have the same person (first, second, and third) and number (singular and plural). Here are some valuable considerations, as proposed by Shaw in Hasan (2016: 109), to be taken into account in the case:

- a. A predicate (verb) virtually agrees with its subject in person and number, for examples:

(1)*He agrees* to pay the asking price. Clearly, *he* and *agrees* are in the third person and are singular in number.

(2)*He always clean* our school environment every morning at Friday. Surely, *we* and *clean* are in the first person and are plural in number.

b. Singular pronouns require singular verbs. Logically, the following pronouns are singular: *another, anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, one, somebody, or someone.*

Here are examples; (1) Anybody *knows* who she is, (2) Each *has* his duty to perform, (3) Neither *attends* his birthday party.

c. Relative pronouns referring to plural antecedents ordinarily require plural verbs, for examples; (1) Each of *those* who *are* there should listen carefully, (2) Each of *the women* who *attend* the meeting can go home earlier.

d. After the expletive *there*, the verb is singular or plural according to the number of the subject that follows. For examples; (1) *There is* kitten inside that shoe, (2) *There have* been many of your fans waiting for your coming out there.

e. A collective noun takes a singular verb when the group is regarded as a unit, a plural verb when the individuals of the group are regarded separately. Here are examples; (1) The family *was named* William, (2) The family *was seated* at the dinner table.

b. Agreement of Pronoun and Antecedent

This part specifically deals with a pronoun which, theoretically, does not always agree with its antecedent in case, but it should agree in *gender, number, and person.* Here are some valuable considerations to be taken into account in the case:

a. Singular pronouns refer to singular antecedents. For examples:

(1) The *man* waved *his* hand. Here, as can be seen, *everybody* may refer to men or women. Yet, since in grammar – and in few other situations and places – men are considered more important than women.

(2) *Everybody* is expected to do *his* share.

b. A pronoun agrees with the nearer of two antecedents. For examples:

(1) Either Jack or his sisters will lose *their* chance to go.

(2) Either Jack's sister or he will lose *his* chance to go.

c. A collective noun used as antecedent, it ordinarily takes either a singular or plural pronoun, depending upon the sense of the sentence. For instance; the group of girls was shouting *its* praises. Certainly, the group, in this construction acts as a unit.

c. Linking and Auxiliary Verbs

It goes without saying that most verbs assert (indicate) action, but some express a static condition or state being, not action. Nearly all such "inactive" verbs are *linking* verbs also called *copulative*. This is so since a linking verb can "couple" two nouns or pronouns or a noun and an adjective (Shaw in Hasan, 2016: 115). In principle, the most common linking verb is *to be*. Other linking verbs are *appear, become, feel, grow, look, prove, remain, seem, smell, sound, stand, taste, and turn*.

Here is example of the case; The dog *looks* sick. Another variety of verb which can cause trouble is the *auxiliary* verb. Usually an auxiliary verb has little meaning of its own, but it does change the meaning of the main verb it accompanies (Shaw in Hasan, 2016: 115). The most common auxiliary verbs are *to be, to have, and to do*. Other auxiliaries are *can, could, dare, let, may, might, must, need, ought, shall, should, used, will, and would*. To be clearer, here are the examples of the case; She *should* tell the truth.

d. Adjectives and Adverbs

Actually, it is not difficult to determine when an adjective or adverb should be used. This stands to reason for *adjectives* "go with" nouns and pronouns; *adverbs* "go with" verbs, adjectives, and other adverbs. To be clearer, the illustrations of both them are described below.

a. Adjectives. An adjective modifies a noun or pronoun by describing, limiting, or in some way making meaning more nearly exact. And adjective, mostly may indicate quality or quantity, may also identify or set limits (Leech *et al* in Hasan, 2016: 121).

Accordingly, adjectives are of three general types: (1) *descriptive*, e.g. We have to stop this *boring* talk; (2) *limiting*, e.g. It is *theseventh* time he has been late; (3) *proper*, e.g. How beautiful that *Minang* house is!. Some adjectives, indeed, most have endings that mark them as adjective. In particular, the more important of these include: (1) *-y*, e.g. It is *funny*; (2) *-ful*, e.g. This ill is so *painful*; (3) *-less*, e.g. Someone *careless* must never succeed; (4) *-en*, e.g. Neither wants to taste this rotten food; (5) *-able*, e.g. This way is *favorable* indeed; (6) *-ive*, e.g. Do you have any *effective* way?; (7) *-ous*, e.g. That couple looks so *amorous*; (8) *-ish*, e.g. Who cares about that *selfish* guy?; (9) *-al*, e.g. The young man is so *cordial*; (10) *-ic*, e.g. This handwriting is *authentic*; (11) *-ary*, e.g. Studying is *primary* need for everyone; (12) *-some*, e.g. His broken arm is *troublesome*.

b. Adverbs. Theoretically, an adverb modifies a verb, adjective, or other adverbs by describing or limiting to make meaning more exact (Leech *et al* in Hasan, 2016: 122). Adverbs usually tell *how*, *how often*, *where*, and *when*. For example, in “The kid walks *carefully* on muddy road,” the adverb modifies the verb ‘walks’ and tells ‘*how*’, whereas, in “He abused his wife *so rudely*,” the adverb, practically, modifies the adverb *rudely*.

Essentially, adverbs have the following characteristics:

a. Adverbs are commonly used to modify manner *how* someone or something else acts. For example; He ate the dish *so greedily*.

- b. Certain adverbs are used to express frequency concerning *how often* someone does something. For example; She *always* works nicely.
- c. Adverbs can also be used to describe *where* someone does something. For example; He spends his all day time *only at home*.
- d. Certain adverbs can be used to emphasize *when* someone exactly does something. For example; She has been working there *since her dad passed away*.

5. Mechanics. This component refers to the use of conventional graphics of the language, i.e., the step of arranging letters, words, and paragraphs, by using knowledge of structure and some others related to one another. It is also identified by seeing the usage of capitalization, abbreviation, spelling, and punctuation. (period (.), comma (,), and apostrophe (‘) (Bramer et al, Warriner et al, Shaw, in Hasan 2016: 72).

a. Capitalization

The followings are requirements of how to apply capital letters:

- 2. Capitalize the first word of every sentence, including every quoted sentence, for example: *Our congressman said, “Don’t miss seeing that movie”.*
- 3. When only a part of a direction quotation is included within a sentence, it is usually not begun with a capital letter, for example: *The accident victim said that he felt “badly shaken”, but he refused hospitalization.*
- 4. Capitalize the first word of every line of poetry, for example: *“And we are here as on a darkling plain, Swept with confused alarms of struggle and flight Where ignorant armies clash by night”.*

There are some types of proper nouns needed to be capitalized. Here are some examples; (1) names of people and titles used for specific persons, (2) names of countries, states, regions, localities, other geographic areas, (3) names of streets, (4) names of Deity and personal pronouns referring to Him, (5) names of sacred writings, (6) names of religions and religious groups, (7) names of the days and the months (but not seasons), (8) names of schools, universities, colleges, (9) names of historic events, eras, and holidays, (10) names of races, organizations, and member of each, (11) vivid personifications, and (12) Trade names, e.g., *Pepsi Cola*.

b. Abbreviations

Here are other examples of abbreviations stated previously, (a) *names and titles*: Ph.D., (b) *school subjects*: bot., (c) *addressed*: Ct., (d) *calendar divisions*: Sept., (e) *measurements*: A.M., (f) *money*: \$., (g) *geographic names*: U.S. A. It can be noticed that the recommendation to use a period after most abbreviations is clear and normally should be followed. However, we should note exceptions to this rule, as follows, (a) *special forms*: ABC., (b) *shortened forms*: phone, (c) *ordinary number*: 4th, (d) *nicknames*: Ben, (e) *contractions*: can't.

c. End Stops

An *end stop* is a mark of punctuation used at the end of a sentence. Sometimes also referred to as *terminal marks*, end stops are a *period*, *question mark*, or *exclamation point*. More than 95 percent of all sentences end with a period, regardless of where they appear or who writes them. But the other two end stops have special, limited uses. There are some hits, as (Shaw, 1986; in Hasan: 2016: 73) points out, of how to use period:

1. Use a period at the end of a declarative sentence:
e.g., *Dick prefers winter to summer weather.*

2. Use period after most abbreviations: e.g., *Mr. And Mrs. Richard Soule*
3. Use three spaced periods to indicate an intentional omission. Such periods, called *ellipsis periods* or *ellipsis periods* or the *ellipsis mark*, indicate an omission of one or more words within a sentence or quotation. If the omission ends with a period, use four spaced periods:
e.g., *Some books are to be tasted, others ... swallowed, and some few ... chewed and digested.*
4. Use a period before a decimal, to separate dollars and cents, and to precede cents written alone: e.g., *\$4.38*
5. Use the exclamation point to end a forceful interjection or to indicate surprise or vigorous emotion: e.g., *What an incredibly rude remark!*
6. Use a question mark at the end of every direct question:
e.g., *Does Ninki really love Henry?*
7. Use question marks to indicate a series of queries in the same sentence or passage: e.g., *Are you going? Is your sister? Abbey? Tasha?*

d. The Comma

Commas to separate

1. To prevent ambiguity, a comma is placed between two sentence elements, for example: *When I entered the room was in total darkness. This vague sentence structure should accordingly be revised as “When I entered, the room was in total darkness”.*
2. A comma is used to indicate the smallest degree of separation of thought. A comma should not be used between coordinate principal clauses that are not linked by the conjunction *but, or, and, etc., unless*.
3. A comma is used to separate an introductory subordinate adverbial clause from the main clause, e.g., *Although he was rather young, the President had wide experience in politics.*

4. A comma is used to set off words or phrases in opposition, e.g., *Masefield, the Poet Laureate, was very popular*, or “*The eminent Poet Laureate Masefield was very popular*”. Here, since there is a restrictive phrase, no comma is used.
5. A comma is used before a subordinate clause that is introduced by the conjunction *for*, e.g., *The soldier surrendered, for he recognized at once that he was surrounded by the enemy.*
6. A comma is used after each member (word or phrase) in a series set in the same construction. A comma is not placed before the first member of a series nor after the last member of the series. Consider the following two examples:
 - a. *Our school specializes in art, literature, and music.*
 - b. *Webster rose, discarded his prepared speech, and vigorously assailed the tactics of his opponents.*
7. Commas should set off series of adjectives of equal value that qualify the same noun, e.g.,
 - a. *Columbus was persistent, imaginative explorer.*
 - b. *Peter wore his old, gray coat.*

Here “*old*” and “*gray*” are not, strictly speaking, of equal value. Hence, this sentence should logically be revised as *Peter wore his old and gray coat.*

2.4. 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 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.

According to Reid (1993:27), teaching writing is a unique way to reinforce learning. It means that teaching writing is very important in order to built students' language ability. Therefore, teachers should know the problems faced by the students during teaching learning process in order to know the appropriate way to overcome the writing problem in writing class. Furthermore, In Appelebe in Mapped (2000) suggests that "there are different views on the stages that the writers go through in producing a piece of writing, but typically through model identifies four stages: pre-writing, drafting, revising, and editing".

Moreover, Richard and Renandya (2002: 303) state that the process of writing consists of planning, drafting, revising, and editing. On the planning stage, the students are encouraged to write. Then, on the drafting stage is focusing on the fluency of writing and is not pre occupied with grammatical accuracy or the neatness of the draft. Next, on the revising stage, the students re-write their text on the basis of feedback given in a responding stage. The last, on the editing stage, the students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers. In teaching writing, teacher should pay attention directly to the construction of the text than the type itself.

Therefore, there are some types of writing which should be noticed by teacher, as stated by Harmer (2004: 4) as follows:

1. Planning

Before the writer starts to write, he or she should be thinking about topic and involve making detailed notes based on topic. When planning, the writer has to think about three main issues. First of all, the writer has to consider of the purpose of their writing. For example, the writer would like to explain about her mother, so the writer have to consider what he or she would explain, then explain it detailly and clearly so that the readers are able to understand the paragraph easily. Secondly, the writer thinks of the audience, because it is influence the shape of the writing and choice of language.

Then, the writer have to make the readers convince about the text that it is real. For example, “She is the most beautiful woman in the world. *She always looks pretty because, she naturally has brown and bright eyes and she has long, straight, and black hair*”. Thirdly, the writer has to consider the structure of the content, style, etc. For example, the writer would like to explain her mother, so in the first paragraph she/he focuses on the name, jobs, etc. In the next paragraph, she/he explains about mother’s characteristics.

2. Drafting

In this process, after the writer has planned what she or he would write, the writer reviews to get an idea to develop the paragraph and makes first version as draft of writing. Then, the writer uses the ideas as a guide. As the writing process proceeds into editing, a number of drafts may be produced on the way to final version. Here is an example of the text consisting of identification and description:

My mother

I have a mother whose name is Susanti. She is a teacher of one on the elementary schools in my village and her age is 45 years old.

(Identification)

Naturally, my mother is a beautiful woman I have. This is because she always looks beautiful. She has brown and bright eyes and she has long, straight, and black hair. On the other hand, she has slim and tall body.

(Description)

Furthermore, my mother is a kind person and she loves her family so much. She is so patient person when she faces problems. Besides, she is also so care to everyone. That is why she is loved by every people around her.

(Description)

3. Editing (Reflecting and Revising)

After the writer produces a draft, it is impossible to write a perfect draft. Perhaps the writing is not clear or ambiguous. Reflecting and revising are often helped by others who give a comment and suggestion. Here is an example of final draft after the paragraph has revised and edited:

My mother

*My mother works in the elementary school as the teacher in my village. She is 45 years old, her name is Susanti. **(Identification)***

*My mother is a beautiful woman I have. I should say that she is the most beautiful woman in the world. She always looks pretty because, she naturally has brown and bright eyes and she has long, straight, and black hair. In addition, she has slim and tall body. **(Description)***

My mother is a kind person and she loves her family so much. In other words, she is so patient person when she faces problems. She also cares to everyone. That is why she is loved by every people around her.

(Description)

From the explanation above, the researcher concludes that teaching writing is awareness of the teacher to engage students in writing activity. It means important since they have to guide and make sure the students pass all main activities in teaching writing which are planning, drafting, and editing.

2.5. The Writing Process

Writing is a process with 4 stages namely planning, drafting, revising, and editing (Seow, 2002), or planning, drafting, editing, and final draft (Harmer, 2004). Seow describes this process from “Process Activated to Process Terminated”, while Harmer describes it as “The Process Wheel”, as the following:

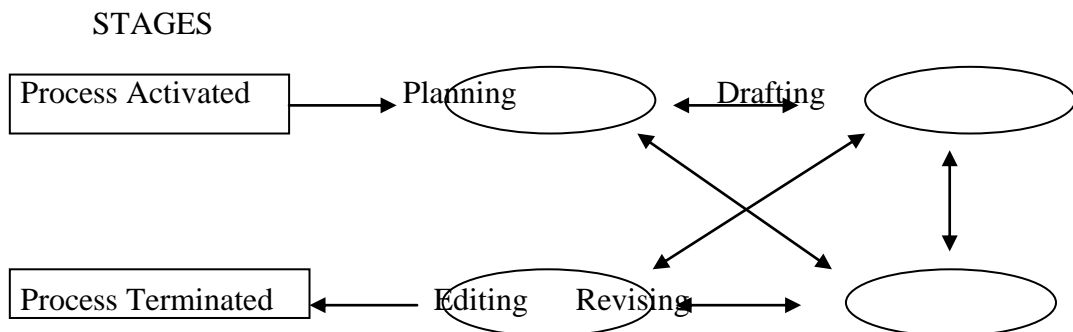


Figure 1

The Writing Process

(Anthony Seow in Richard & Renandya, 2002)

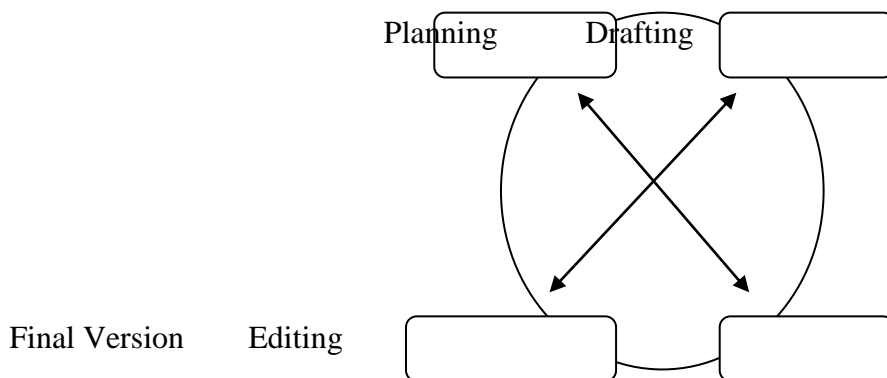


Figure 2

The Process Wheel (Harmer, 2004)

The stages of writing above can be illustrated like the following:

1. Planning

Planning which is also sometimes called as pre-writing is the stage where before the students start to write, they should be thinking about topic and involve making detailed notes based on the topic. When planning, the students have to think about three main issues (Harmer, 2004). In the first place, they have to consider the purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include. For example, the students would like to explain about her mother, so the students have to consider what they would explain, then explain it in detail and clearly so that the readers are able to understand the paragraph easily.

Secondly, writers have to think of the audience they are writing for, since this will influence not only the shape of the writing but also the choice of language whether it is formal or informal in tone for example. Then, the students have to make the readers convince about the text it is real. For example, *“She is the most beautiful woman in the world. She always looks pretty because she has brown and bright eyes and she has long, straight, and black hair”*.

Thirdly, writers have to consider the content structure of the piece. That is how best to sequence the facts, ideas, or arguments which they have decided to include. For example, the students would like to explain about their mother, so in the first paragraph, they focus on the name, jobs, etc. In the next paragraph, they explain about mother's characteristics.

2. Drafting

In this process, after the students have planned what they would write, the students review to get an idea to develop the paragraph and make their first draft of descriptive writing. Drafting is the stage where the students put ideas and information they wish to share on paper. The students use the ideas as a guide. As the writing process proceeds into editing, a number of drafts may be produced on the way to final drafts. This is usually done on the assumption that it will be amended later. The focus is usually more on the fluency of ideas rather than the accuracy of grammar and spelling.

3. Revising

The next stage is revising. Revising occurs when the students look back at their work by putting feedbacks from teachers. The students revise their first draft into second draft based on the teacher's indirect feedback given in their draft. The students will also measure the effectiveness of their communication to the audience they are targeting.

4. Editing

The last stage is editing or final version in which the students produce the final version; from the second draft into third draft based on the teacher's indirect feedback given in their draft. Checking grammar and spelling accuracies, punctuations, and word choices usually becomes the main task to be done at this stage.

2.6. Concepts of Indirect Feedback Strategy

Indirect feedback is one of the strategies that is used to address grammatical errors on students' writing (Finnochiaro in Purnawarman, 2011: 18). Indirect feedback is usually provided by teacher using particular codes to mark the types of errors

which occur in the process of writing. Some teachers use codes, and put these codes either in the body of the writing itself, or in a corresponding margin. This makes correction neater, less threatening, and considerably more helpful than random marks and comments (Harmer, 2001: 111).

Hence, indirect feedback is appropriate to be implemented to address grammatical errors on students' writing. It makes teacher easier to identify and mark grammatical errors on students' writing based on the code that have been decided. In addition, focused feedback is more effective to locate grammatical errors made by students. Indirect feedback only indicated the errors which occur in writing without providing the correct form (Ferris, 2001: 164). Students can be asked to correct the error after teachers locate the type of error by giving general clues such as underline, a circle, a code, a mark, or a highlight on the error (Lee, 2008; O'Sullivan & Chambers, 2006 cited from Purnawarman, 2011).

Therefore, to apply indirect feedback strategy and improve students' writing, teachers only need to mark the errors without providing the correct form, after that student will find out by themselves or do self-editing to errors that have been made. According to Harmer (2001: 112) the aim of using codes and symbol is the same: if students can identify the mistake they have made, they are then in a position to correct them. If students consult grammar books or dictionaries as a way of resolving some of mistakes we have signaled for them, the feedback we have given has a positive outcome.

Moreover, Lalande (1982) cited from Hyland & Hyland (2006: 83) mentioned that feedback is more preferable because indirect feedback will engage students in a learning process, thus they can resolve their own problem in writing. Lalande (1982) also noted that students' errors are reducing overtime, if teacher uses indirect feedback in comparing with direct feedback. It is in line with Ferris (2002: 20) who views that students error frequency ratios are reduced after

received indirect feedback in comparing with students who received direct feedback. Ferris (2002) also noted that those who receive indirect feedback managed to reduce their error frequency ratios substantially.

2.7. Text

In relation of this, Derewianka (1990: 17) defines a text as meaningful stretch of language – oral or written. Even it only consists of one word but it is meaningful. For example, “STOP!”. It consists of single word but the meaning is complete. Therefore, even the utterance is only single word; it can be called a text due to the complete meaning. On the other hand, Hyland (2004:6) states that text is autonomous object which can be analyzed and described independently of particular context, writer or reader. Text has structure. It is an orderly arrangement of words, clauses, and sentences by following the principles which guide the correct arrangement of element.

Furthermore, there are two main categories of text namely literary and factual. Literary texts are texts constructed to appeal emotions and imagination. For example: stories, movies, scripts, fairy tales, plays, novels, song lyrics, mimes, and soap operas. There are three main text types in this category: narrative, poetic, and dramatic. While, factual texts present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are (1) recount, (2) report, (3) procedure, (4) exposition, (5) explanation, and (6) discussion. Not all the texts are the same. Each text has its function and generic structure. Each kind of text is structured in different ways to achieve its purposes. It is important to understand each type of text. (Gunawan, 2011:12).

Related to types of text, It could be illustrated as follows:

1. Recount

Recount text is a text which retells events or experiences that happened in the past. Its purpose is either to inform or to entertain the audience.

Here is an example of recount text:

Visiting Bali

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

(Orientation)

*On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The street are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta. **(Event)***

*The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center. **(Event)***

*My friend ten-day-stay ended very quickly beside his two tour, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied. **(Reorientation)***

As can be seen above, the generic structure of recount text consists of:

1. Orientation: Introducing the participants, place, and time.
2. Events: Describing series of event that happened in the past.
3. Reorientation: Stating personal comment of the writer to the story.

Dominant language feature of recount text consists of:

1. Introducing personal participant; *my friend, his group, etc.*
2. Using chronological connection; *then, sfter that, etc.*
3. Using linking verb; *was, were, etc.*
4. Using action verbs in past; *decided, stayed,spent,visited,drove, went, etc.*
5. Using adjectives; *busy, quiet, big, young, etc.*
6. Using simple past tense; *my friend stayed in Kuta on arrival, etc.*
7. Using adverbial phrase; *quickly, etc.*
8. Using pronouns and nouns; *they, he,it, etc.*

2. Report

Report text is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.

Here is an example of report text:

Mangrove Trees

A mangrove is a tropical marine tree. Mangroves have special aerial roots and salt-filtering tap roots which enable them to thrive in brackish water. Brackish water is salty but not as salty as sea water. Mangrove trees are commonly planted and found in coastal areas. Mangroves can serve as walls of protection for natural disaster in coastal area like tsunami. According to BBC News, healthy mangrove forests had helped save lives in the Asia disaster tsunami and people

tended to respect these natural barriers even more, especially after the tsunami.
(General Classification)

There are several species of mangrove tree found all over the world. Some prefer more salinity, while others like to be very-close to a large fresh water source such as river. Some prefer areas that are sheltered from waves. Some species have their roots covered with sea water every day during high tide. Other species grow on dry land but are still part of the ecosystem. The Times of India reported that rare species of mangrove had been found and was also known as the looking-glass tree, probably because the leaves are silver-coated. **(Description)**

Mangroves need to keep their trunk and leave above the surface of the water. Yet they also need to be firmly attached to the ground so they are not moved by waves. **(Description)**

Any part of root that appears above the water flows oxygen to the plant under water surface. As the soil begin to build up, these roots procedure additional roots that become embedded in the soil. **(Description)**

The generic structure of report text covers the following elements:

1. General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which be discussed in general.
2. Description: Describing the thing which will be discussed in detail; part to part, customs or deed for living creature, and usage for materials.

Dominant language feature of report text consists of:

1. Using general nouns; *Mangroves, etc.*
2. Using conditional logical connection; *while, yet, etc.*
3. Using simple present tense; *Mangroves need to keep their trunk and leave the surface of the water, etc.*

4. Using behavioural verbs; *Mangroves trees are commonly planted and found in coastal areas, etc.*
5. Using relating verbs; *is, have, are, etc.*

3. Procedures

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. The purpose is to help readers how to do or make something completely.

Here is an example of procedure text:

Making kite

Having a kite flying is interesting and make it by self is easy. Prepare the following materials to make a kite:

Butcher cord

Scotch tape or glue

1 Sheet of strong paper

2 Strong, straight wooden sticks of bamboo

Markers, paint or crayons

After the materials have been prepared, the directions bellow is easy instruction on how to make a kite:

1. *Make a cross with the two sticks, with the shorter stick placed horizontally across the longer stick.*

2. *Tie the two sticks together with the string in such a way as to make sure that they are at right angles to each other.*
3. *Cut a notch at each end of the sticks. Make it deep enough for the type of string you are using to fit in to. Cut a piece of string long enough to stretch all around the kite frame.*
4. *Lay the sail material flat and place the stick frame face down on top. Cut around it, leaving about 2-3cm for a margin. Fold these edges over and glue it down so that the material is tight.*
5. *Make a tail by tying a small ribbon roughly every 10cm along the length of string.*
6. *Decorate your kite with the markers!*

As can be seen above, the generic structure of procedure text consists of:

1. Goal/Aim (the final purpose of doing the instruction).
2. Materials/Equipments (not required for all procedural texts/ingredients, utensils, equipment to do the instructions).
3. Steps/Methods (the actions that must be taken/a set of instruction to achieve the final purpose).

Dominant language feature of procedure text consists of:

1. Use of imperatives sentence; *cut, tie, lay, make, decorate, fold, etc.*
2. Use of adverbial phrases; *horizontally, roughly, about 2-3 cm for a margin, etc.*

4. Hortatory Exposition

Hortatory text is a text which persuades the readers that something should or should not be the case or be done.

Here is an example of hortatory exposition text:

Should not Bring Mobile Phone to School

Recently most people own mobile phone. Why does mobile phone user increase dramatically in recent years? First, the feature and functions has increased. Mobile phone is not used just for calling, but sending text, taking pictures, recording videos, accessing internet, playing games and much more. Second, mobile phone has also become a lot cheaper. Now this communication device does not only fill the pocket of adult but also teenager and student. Even a lot phones are intentionally designed to teenaged market. However should they be allowed to bring them to school? (Thesis)

Many schools do not allow students to bring cell phones to school. It is very reasonable because bringing phone to school potentially disrupts the learning process. Most students use cell phones irresponsibly. They use cell phones to talk to their friend during class time. They also use the calculator and camera features in the class as well. Those potentially lead less concentration in the time of learning and teaching process. (Argument)

Students go to school to learn and behave fair way. Mobile phones provide a large temptation to cheat in tests. They can communicate to anyone and almost anywhere in the world. Because of the small size of the cell phone, students can send a text quietly and discreetly. The text can go unnoticed anywhere to get help on answering tests, homework, and other class assignment. Learning in school is to behave fair not cheating. (Argument)

Therefore, schools should ban students from bringing their cell phones. However, it should be done fairly. In case of an emergency some student need a call for help, providing easy access to phone is better. (Recommendation)

The generic structure of hortatory exposition text covers the following elements:

1. Thesis; stating an issue of concern.
2. Arguments; giving reasons for concern and leading recommendation.
3. Recommendation; stating what ought or ought not to happen.

Dominant language feature of hortatory text consists of:

1. Using Simple Present Tense; *Recently most people own mobile phone, etc.*
2. Using modals auxiliary; *should, can, etc.*
3. Using action verbs; *use, lead, go, provide, etc.*
4. Using adverbs; *recently, dramatically, potentially, well, quietly, fairly, etc.*
5. Using adjective; *large, small, fair, easy, etc.*
6. Using connectives/transition; *first, second, however, therefore, etc.*

5. Explanation

explanation text is a text that explains the process involved in the formation or working of natural or socio cultural phenomena.

Here is an example of explanation text:

How Earthquakes Happen

Earthquake is one of the most destroying natural disasters. Unluckily it often happens in several regions. Recently a horrible earthquake has shaken West Sumatra. It has brought great damages. Why did it occur? Do you know how an earthquake happens?(General Statement)

*Earthquakes are usually caused when rock underground suddenly breaks along a fault. This sudden release of energy causes the seismic waves. It makes the ground shake. When two blocks of rock or two plates are rubbing against each other, they stick a little. They don't just slide smoothly. The rocks are still pushing against each other, but not moving. After a while, the rocks break because of all the pressure that's built up. When the rocks break, the earthquake occurs.***(Explanation)**

*During the earthquake and afterward, the plates or blocks of rock start moving, and they continue to move until they get stuck again. The spot underground where the rock breaks is called the focus of the earthquake. The place right above the focus is called the epicenter of the earthquake.***(Closing)**

As can be seen above, the generic structure of explanation text consists of:

1. General statement; a general statement to position the reader.
2. Explanation; a sequenced explanation of why or how something occurs.
3. Closing

Dominant language feature of explanation text consists of:

1. Using Simple Present Tense; *It makes the ground shake, etc.*
2. Using action verbs; *make, breaks, stick, occurs, start, continue, happen, etc.*
3. Using passive voice; *are usually caused, is called, etc.*

6. Discussion

discussion text is a text that presents information and opinions about issues in more one side of an issue ('For/Pros' and 'Against/Cons')

Here is an example of discussion text:

National Exam in Pros and Cons

*National exam becomes the hot topic in most of discussions. Though the Supreme Court has rejected an appeal by the go-vernment on the organization of the national exams, the controversy over whether it is necessary to maintain the national exams (UN) has continued. Some debates include the primary questions such as; does the quality of Indonesia education depend on the national exam?, will the quality of the Indonesian education system worsen without national exam? (**Issue**)*

*People who support the national exam explain that the quality of the Indonesia education system will drop without the national exam, so they try to defend the current system. (**Argument**)*

*However there are people who disagree with the opinion. Those who against this national exam kept in our high school education say that it does not need the national exams because the quality of education does not just depend on the national exam. Further, the national exam only measures a small portion of students' competence in specific subjects, and does not measure students' competences throughout the semester. (**Argument**)*

*In fact, the national examination can still be useful as an instrument to evaluate or detect the level of students' cognitive competence in several subjects, on a national scale. (**Conclusion**)*

The generic structure of discussion text covers the following elements:

1. Issue; opening statement presenting the issue.
2. Arguments for and against; arguments or evidence for different points of view.
3. Conclusion; Concluding recommendation.

Dominant Language Feature of discussion text consists of:

1. Using Simple Present Tense; *Nasional Exam becomes the hot topic, etc.*
2. Use of relating verb/to be; *is, sre, etc.*
3. Using general noun; *National Exam, etc.*
4. Using conjunction/transition; *further, however, etc.*
5. Using modals; *can, will, etc.*

2.8. Descriptive Text

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. Anything being described is explained as clearly as possible to make the readers or listeners able to see or imagine the subject in their minds clearly as the writer sees in his/her. For example, if you want to make a descriptive text about your mother, you have to write her physical features, such as how is her hair, nose, lips, checks, body, her personality, and other descriptions.

According to Decker (1989:249) in its forms description is either objective or impressionistic (subjective). Objective description is purely factual, uncolored by any feelings of the author; it is the type used for scientific papers and most business reports. But impressionistic description, as the the term implies, at least tinges the purely factual with author's personal impression; instead of describing how something is, objectively, he describes about how it seems subjectively. In this case, the definition of description can be concluded as description of how something is or how it seems, or how it looks like. We can describe person, place, animal, things, moments, theories, and also facts.

With reference to the description above of descriptive text Langan (2008:179) states that when you describe someone or something, you give your reader a picture in words. To make word pictures as vivid and real as possible, you must observe and record specific details that appear to your reader's sense (sight, hear, taste, smell, and touch). More than any other type of essay, a descriptive paper needs sharp and colorful details. It means that what a writer writes in his description paper or text must contain of details information about what he describes so that the reader can see, feel, hear, smell, and touch what he describes in his writing. By having the details information about what he describes, the reader can imagine your description as vivid and real as possible.

In relation to descriptive text, Smalley and Ruetten (1986:25) also states that descriptive text relates to the description of something in order to make the readers see, feel, or hear what the writer sees, feels, or hears. A description can be objective or suggestive. Objective description deals with fact of technicalities and there is no judgement or emotional reaction. Our purpose is mainly to describe fact, while suggestive description involves the impressions and feelings that the writer has about he/she is describing. Besides that, descriptive paragraph can be divided into description of place, animal, and person.

In addition, Knapp and Watkins (2005: 149) confirm that the social function or the purpose of descriptive text is to describe a particular person or thing. The text organization or generic structure of descriptive text consists of:

1. Identification relates to identification of phenomenon to be described. This is the part of the text where the writer mentions the name of the person or thing she or he describes the profession and career.
2. Description relates to provide details of the topic such as parts, qualities, characteristics, and the like. In this part of the text, reading this description, the readers will likely see sense.

Here is an example of descriptive text:

My mother

My mother works in the elementary school as the teacher in my village. She is 45 years old, her name is Susanti. (Identification)

My mother is a beautiful woman I have. She is the most beautiful woman in the world. She always looks pretty, because she naturally has brown and bright eyes and she has long, straight, and black hair. In addition, she has slim and tall body. (Description)

Furthermore, my mother is a kind person and she loves her family so much. She is so patient person when she faces problems. Besides, she is also so care and wise to everyone. That is why she is loved by every people around her. (Description)

Furthermore, descriptive text also has language features:

a. Use of adjectives and compound adjectives

Adjective is a word added to a noun or pronoun, to express its quality, for example, *a good man, a wise man, etc.* Then, the examples of adjective in this sentence are as following:

1. The example of using the word “beautiful” is as below:

My mother is a beautiful woman I have

2. The example of using the word “patient” is as below:

She is so patient person when she faces problems

b. Use of linking verbs

Linking verb is a verb (such as appear, look, be, become, feel, grow, and seem) that connects a subject with an adjective or noun that describes or identifies the subject. Then, the examples of linking verb in this sentence as follows:

1. The example of using the word “looks” is as below:

She always looks pretty

c. Use of attributive has and have

Both “has” and “have” mean the same thing. But has is used to singular pronoun or noun, while have is used to plural pronoun or noun. Then attributive “has” and “have” is used in simple present tense form.

1. The example of using word “has” is as seen below:

She naturally has brown and bright eyes

2. The example of using word “have” is, for example:

I have blonde hair

d. Focus on specific participant. Specific participant has a certain object, it is not common and unique (only one). The object of the sentence is about “mother”, so the writer should focused on “mother”.

e. Use of simple present tense. According to Sudarwati and Grace (2007: 135), descriptive text uses simple present tense for telling the facts of object description.

Here, the examples of present tense in this sentence as follows:

1. The example of using word “faces” is, for example:

She is so patient person, when she faces problems

2. The example of using word “loves”, is like the following:

she loves her family so much.

2.9. Feedback

The term of feedback is used to describe the information that comes back from the reader to the writer. Feedback is the input for the writer through providing the latter with information for revision. In other words, it is the comments, questions and suggestions that the reader gives. The primary purpose for providing feedback on students’ written production is to help them to improve the quality of their writing. In relation to this, 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. Viewing feedback as an important aspect in the writing process, the issue of who will give feedback becomes a consideration to an English teacher in writing teaching learning process. According to Nation (2009), the feedback can

come from the teacher, from peers, and from the learners themselves in self-assessment.

1. Feedback from the teacher

In this context, the role of the teacher in the feedback is to explain and justify a grade including also some general suggestions for the students to consider “next time”. Moreover, Hyland (2003) adds that many students see their teacher’s feedback as crucial to the students’ improvement as a writer.

2. Feedback from peers

Peer feedback is done by the students to look at each other’s drafts. Each student has to respond based on his or her ability. It can be imagined that in the peer feedback the students will make a discussion about their writing text to their peer. Harmer (2004) confirms that peer feedback has an advantage of encouraging students to work collaboratively. In line with this, Harmer also states that the success of peer feedback may depend on exactly who is the reviewer and whose work is being reviewed.

3. Feedback from the learners themselves

Ferris in Richard & Renandya (2002) says that when the teacher does not have time to give response to all students’ writing, the students are expected to self-edit their writing. However, the teacher does not then leave the students to give feedback to their writing, but the teacher has to teach the students to self-edit.

From the types of feedback above, the focus of the research is feedback from the teacher, since teacher’s feedback on students’ written production can be guidance for students to reduce their mistakes and compose a good writing.

2.10. Teacher's Feedback

Teacher's feedback is a feedback provided by the teacher aimed to provide the guidance for students' mistakes in compiling writing. In this case, feedback is a kind of assessment that concerns on the giving information about the students' writing performance. Five basic strategies for providing written CF can be identified, with a number of options associated with some of them (Ellis, 2009).

1. Direct CF

In the case of direct CF, the teacher provides the student with the correct form. As Ferris (2006) notes, this can take a number of different forms crossing out an unnecessary word, phrase, or morpheme, inserting a missing word or morpheme, and writing the correct form above or near to the erroneous form. Example 1 illustrates direct correction.

a	a		the	
A dog stole [^] bone from [^] butcher. He escaped with having [^] bone. When the dog was				
	over a		a	saw a
going through [^] bridge over the river he found dog in the river.				

EXAMPLE 1

Direct CF has the advantage that it provides learners with explicit guidance about how to correct their errors. This is clearly desirable, if learners do not know what the correct form is (i.e. are not capable of self-correcting the error). Ferris and Roberts (2001) suggest direct CF is probably better than indirect CF with student writers of low levels of proficiency. However, a disadvantage is that it requires minimal processing on the part of the learner and thus, although it might help them to produce the correct form when they revise their writing, it may not contribute to long-term learning. However, a recent study by Sheen (2007)

suggests that direct CF can be effective in promoting acquisition of specific grammatical features.

2. Indirect CF

Indirect CF involves indicating that the student has made an error without actually correcting it. This can be done by underlining the errors or using cursors to show omissions in the student's text (as in the example below) or by placing a cross in the margin next to the line containing the error. In effect, this involves deciding whether or not to show the precise location of the error.

A dog stole X bone from X butcher. He escaped with XhavingX X bone. When the dog was going XthroughX X bridge over XtheX river he found X dog in the river.
 X = missing word
 X __X = wrong word

EXAMPLE 2

As already noted, indirect feedback is often preferred to direct feedback on the grounds that it caters to 'guided learning and problemsolving' (Lalande 1982) and encourages students to reflect about linguistic forms. For these reasons, it is considered more likely to lead to long-term learning (Ferris and Roberts 2001). The results of studies that have investigated this claim, however, are very mixed. Some studies (for example, Lalande 1982) suggest that indirect feedback is indeed more effective in enabling students to correct their errors but others (for example, Ferris and Roberts' own study) found no difference between direct and indirect CF. No study to date has compared the effects of these two indirect types of CF on whether they have any effect on accuracy in new pieces of writing.

In accordance with the general line of argument by Ferris and Roberts, it might be claimed that indirect feedback where the exact location of errors is not shown might be more effective than indirect feedback where the location of the errors is shown (Example 2) as students would have to engage in deeper processing. Robb et al. (1986) investigated four types of feedback including direct feedback and indirect feedback where the number of errors was given in each line of text. They reported no significant difference. Lee (1997), however, specifically compared the two types of indirect correction and found that learners were better able to correct errors that were indicated and located than errors that were just indicated by a check in the margin. However, Lee did not consider long-term gains.

3. Metalinguistic CF

Metalinguistic CF involves providing learners with some form of explicit comment about the nature of the errors they have made. The explicit comment can take two forms. By far the most common is the use of error codes. These consist of abbreviated labels for different kinds of errors. The labels can be placed over the location of the error in the text or in the margin. In the latter case, the exact location of the error may or may not be shown. In the former, the student has to work out the correction needed from the clue provided while in the latter the student needs to first locate the error and then work out the correction. Examples of both are provided below. A major issue in error codes is how delicate the categories should be. For example, should there be a single category for ‘articles’ (as in the examples below) or should there be separate categories for ‘definite’ and ‘indefinite articles’? Most of the error codes used in research and language pedagogy employ relatively broad categories.

A number of studies have compared using error codes with other types of written CF. Lalande (1982) reported that a group of learners of L2 German that received correction using error codes improved in accuracy in subsequent writing whereas

a group receiving direct correction made more errors. However, the difference between the two groups was not statistically significant. Robb et al. (1986) included an error codes treatment in their study but found it no more effective than any of the other three types of CF they investigated (i.e. direct feedback and two kinds of indirect feedback).

Ferris (2006) reported that error codes helped students to improve their accuracy over time in only two of the four categories of error she investigated. Longitudinal comparisons between the number of errors in students' first and fourth compositions showed improvement in total errors and verb errors but not in noun errors, article errors, lexical errors, or sentence errors. Ferris and Roberts (2001) found that error codes did assist the students to self-edit their writing but no more so than indirect feedback. Overall, then, there is very limited evidence to show that error codes help writers to achieve greater accuracy over time and it would also seem that they are no more effective than other types of CF in assisting self-editing.

art.	art.	WW art.
A dog stole bone from butcher. He escaped with having bone. When the dog was		
prep.	art.	art.
going through bridge over the river he found dog in the river.		

EXAMPLE 3

Art. x 3; WW bone.	A dog stole bone from butcher. He escaped with having
Prep.; art.	When the dog was going through bridge over the river he
Art.	found dog in the river.

EXAMPLE 4

The second type of metalinguistic CF consists of providing students with metalinguistic explanations of their errors. An example is provided below.

This is far less common, perhaps because it is much more time consuming than using error codes and also because it calls for the teacher to possess sufficient metalinguistic knowledge to be able to write clear and accurate explanations for a variety of errors. Sheen (2007) compared direct and metalinguistic CF, finding that both were effective in increasing accuracy in the students' use of articles in subsequent writing completed immediately after the CF treatment. Interestingly, the metalinguistic CF also proved more effective than the direct CF in the long term (i.e. in a new piece of writing completed two weeks after the treatment).

(1)	(2)	(3)
A dog stole bone from butcher. He escaped with having bone. When the dog was		
(4)	(5)	(6)
going through bridge over the river he found dog in the river.		
<p>(1), (2), (5), and (6)—you need 'a' before the noun when a person or thing is mentioned for the first time.</p> <p>(3)—you need 'the' before the noun when the person or thing has been mentioned previously.</p> <p>(4)—you need 'over' when you go across the surface of something; you use 'through' when you go inside something (e.g. 'go through the forest').</p>		

EXAMPLE 5

4. Focused versus unfocused CF

Teachers can elect to correct all of the students' errors, in which case the CF is unfocused. Alternatively they can select specific error types for correction. For example, in the above examples the teacher could have chosen to correct just article errors. The distinction between unfocused and focused CF applies to all of the previously discussed options.

Processing corrections is likely to be more difficult in unfocused CF as the learner is required to attend to a variety of errors and thus is unlikely to be able to reflect much on each error. In this respect, focused CF may prove more effective as the learner is able to examine multiple corrections of a single error and thus obtain the rich evidence they need to both understand why and what they wrote was erroneous and to acquire the correct form. If learning is dependent on attention to form, then it is reasonable to assume that the more intensive the attention, the more likely the correction is to lead to learning. Focused metalinguistic CF may be especially helpful in this respect as it promotes not just attention but also understanding of the nature of the error. However, unfocused CF has the advantage of addressing a range of errors, so while it might not be as effective in assisting learners to acquire specific features as focused CF in the short term, it may prove superior in the long run.

The bulk of the CF studies completed to date have investigated unfocused CF. In Sheen's study (2007), the CF was of the focused kind (i.e. it addressed errors in the use of articles for first and second mention) and, as already noted, that proved effective in promoting more accurate language use of this feature. However, to date, there have been no studies comparing the relative effects of focused and unfocused CF. This is clearly a distinction in need of further study.

5. Electronic feedback

Extensive corpora of written English (either carefully constructed or simply available via search engines such as Google) can be exploited to provide students with assistance in their writing. This assistance can be accessed by means of software programs while students write or it can be utilized as a form of feedback. I am concerned only with the latter here. Electronic resources provide learners with the means where they can appropriate the usage of more experienced writers.

Milton (2006) describes an approach based on a software program called Mark MyWords. This provides teachers with an electronic store of approximately 100 recurrent lexico-grammatical and style errors that he found occurred frequently in the writing of Chinese students. The store also provides a brief comment on each error and with links to resources showing the correct form. The program enables the teacher to use the electronic store to insert brief metalinguistic comments into a student's text. The text is then returned to the student who then consults the electronic resources to compare his/her usage with that illustrated in the samples of language made available. This assists the student to self-correct. The same program also generates an error log for each piece of writing, thus drawing students' attention to recurrent linguistic problems. Milton does not report a study of the effectiveness of this method of correcting student errors but provides anecdotal evidence that it can work. He describes receiving a ten-page document from a student, identifying 100 errors using MarkMyWords, and then asking the student to consult the electronic resources and revise the text himself. Milton reported that the student's revisions were successful.

There are some obvious advantages to this option. One is that it removes the need for the teacher to be the arbiter of what constitutes a correct form. Teachers' intuitions about grammatical correctness are often fallible; arguably, a usage-based approach is more reliable. It can also be argued that the key to effective error correction is identifying the learner's textual intention. While the approach advocated by Milton still lays the onus on the teacher to identify errors, it allows the learners to locate the corrections that are most appropriate for their own textual intentions and so encourages student independence.

6. Reformulation

The final option we will consider is similar to the use of concordances in that it aims to provide learners with a resource that they can use to correct their errors

but places the responsibility for the final decision about whether and how to correct on the students themselves.

A standard procedure in error analysis is reconstruction. That is, in order to identify an error, the analyst (and the teacher) needs to construct a native speaker version of that part of the text containing an error. The idea for reformulation as a technique for providing feedback to learners grew out of this procedure. It involves a native-speaker rewriting the student's text in such a way as 'to preserve as many of the writer's ideas as possible, while expressing them in his/her own words so as to make the piece sound native like' (Cohen 1989: 4). The writer then revises by deciding which of the native-speaker's reconstructions to accept. In essence, then, reformulation involves two options 'direct correction' + 'revision' but it differs from how these options are typically executed in that the whole of the student's text is reformulated thus laying the burden on the learner to identify the specific changes that have been made.

Sachs and Polio (2007) report an interesting study that compared reformulation with direct error correction. The main difference between these two options was 'a matter of presentation and task demands and was not related to the kinds of errors that were corrected'. The difference in presentation is illustrated in the example below.

Original version:	As he was jogging, his tammy was shaken.
Reformulation:	As he was jogging, his tummy was shaking.
Error correction:	As he was jogging his tummy ^{tummy shaking} was shaken .

EXAMPLE 6 (from Sachs and Polio 2007: 78)

The students were shown their reformulated/corrected stories and asked to study them for 20 minutes and take notes if they wanted. Then, one day later, they were given a clean sheet of paper and asked to revise their stories but without access to

either the reformulated/corrected texts or the notes they had taken. Both the groups that received reformulation and corrections outperformed the control group. However, the corrections group produced more accurate revisions than the reformulation group. As Sachs and Polio point out, reformulation is a technique that is not restricted to assist students with their surface level linguistic errors; it is also designed to draw attention to higher order stylistic and organizational errors. Thus, their study should not be used to dismiss the use of reformulation as a technique for teaching written composition. Nevertheless, it would seem from this study that it does not constitute the most effective way of assisting students to eliminate linguistic errors when they revise.

In this research, the researcher as the teachers will apply indirect feedback to respond students' errors by using symbols and codes that indicate the location and type of error. According to Finocchiaro (1987) the symbols or codes that can be used to indicate error in indirect feedback can be seen as follows:

1. WC (Word Choice)

Code or symbol of word choice was given to the students' writing, when there was a word in their writing descriptive text which is inapplicable with the sentences/meaning.

For example, "*It is necessary to have a healthy body and brain*".

WC

In this sentence, "*brain*" is not appropriate with the sentence, so it should be changed into "*mind*".

2. WF (Word Form)

Code or symbol of word form was given to the students' writing, when there was a word which is not appropriate form in the sentences/meaning.

For example, "*It is necessary to have a health body and mind*".

WF

In this sentence, “*health*” is not appropriate with the sentence, because health is a noun not adjective, so it should be changed into “*healthy*”.

3. ^ (Missing Word)

Code or symbol of missing word was given to the students’ writing, when there is a missing word in the sentence. So, it should be added a word in the sentence.

For example, “*Please don’t ^ me that the question anymore*”.

In this sentence, the missing word should be added a word “*ask*” to complete the sentence/meaning.

4. ? (Unclear Meaning)

Code or symbol of unclear meaning was given to the students’ writing, when the meaning is not clear. Thus, write in another way to make the meaning clearer.

For example, “*Jacqueline always gave her sister more attention than her brother*”.

In the sentence, the meaning is unclear. The sentence could mean “*Jacqueline always gave her sister more attention than her brother gave to her sister*”.

5. S/V A (Subject Verb Agreement)

Code or symbol of subject verb agreement was given to the students’ writing, when the subject and the verb do not agree.

For example, “*The manager work hard*”./“*She like swimming*”.

S/V A S/V A

In this sentence, the verb “*work*”/“*like*” should be changed into “*works*”/“*likes*”, because in the present tense, if the subject is singular, the verb should be added “*s/es*”. In contrast, if the subject is plural, the verb does not need to be added “*s/es*”.

6. φ (Not Necessary)

Code or symbol of not necessary was given to the students’ writing, when the word is not necessary in the sentence.

For example, “*I’m going ~~to~~ shopping now*”/“*the student ~~she~~ studied all the time*”.

In this sentence, the word “*to*”/“*she*” should be omitted or deleted, because it is not necessary in the sentence.

7. Prep. (Preposition)

Code or symbol of preposition was given to the students’ writing, when there is preposition which is not appropriate in the sentence.

For example, “He was born at July 16th, 1995”.

Prep.

In this sentence, the preposition “*at*” should be changed into “*on*”, because verb “*born*” only can stand with the preposition “*on*”, where the preposition “*at*” usually is used to time or place, such as, “*I get up at 5 o’clock in the morning*”.

8. Art. (Article)

Code or symbol of article was given to the students’ writing, when the noun should be added article, if the noun is singular noun or there is wrong article in the sentence.

For example, “*I have pen*”.

Art.

In this sentence, the noun “*pen*” should be added article “*a*”, because the noun is singular noun and the capital of the noun is consonant letter. In contrast, if the capital of the noun is vowel letter, the noun should be added “*an*”.

9. WO (Word Order)

Code or symbol of word order was given to the students’ writing, when the order of the words in the sentence is wrong.

For example, “Bob forgot to put money into wallet his”.

WO

In this sentence, the structure of the sentence “*wallet his*” should be changed into “*his wallet*”, because source language should be translated into target language.

10. SP (Spelling Error)

Code or symbol of spelling error was given to the students' writing, when the spelling of the word is incorrect.

For example, "*The manegar is a woman*"/*We luve chocolate*".

SP SP

In this sentence, the spelling of the word "*maneger*"/"*luve*" is incorrect and it should be changed into "*manager*"/"*love*". The students should be careful in spelling, especially in vowel letter. If the spelling is incorrect, sometimes, it can change the meaning of the word.

11. Capt. (Capitalization)

Code or symbol of capitalization was given to the students' writing, when the word should be started by capital letter or the word should not be started by capital letter.

For example, "*Her full name is isyana sarasvati*".

Capt.

In this sentence, the name of person "*isyana sarasvati*" should be changed into capital letter "*Isyana Sarasvati*".

12. Punct. (Punctuation)

Code or symbol of punctuation was given to the students' writing, when there is something wrong with the punctuation/you have to add punctuation here. (comma, full stops, question mark, etc.)

For example, "It is a great movie?".

Punct.

In this sentence, the punctuation "?" should be omitted or delated, because the sentence is not a question.

13. VT (Verb tense or GR=more general grammar problems)

Code or symbol of verb tense was given to the students' writing, when the tense is wrong and you should use another tense.

For example, “I have a great party yesterday”.

VT

In this sentence, there is an adverb of time, which is “*yesterday*”. So it can be concluded that the sentence is past tense. So, the verb “*have*” should be changed into “*had*”.

14. DNS (Does Not Support)

Code or symbol of does not support was given to the students’ writing, when the developing sentence does not support the main idea.

For example:

“I have a sister. Her full name is Fadila. I usually call her Dila. She was born in Solo, on June 11th, 2004. She is in the second year of junior high school. She is very beautiful. She has a long hair, slanting eyes and pointed nose. Her height is about 117cm. Her weight is about 45kg”.

“She likes swimming in her spare time. She also likes to play piano. In addition, she likes writing. She has friend named Robby. He is a diligent and clever student. He never comes late to school. He always does her homework. He always gets good mark for her test. Someday, he wants to be a teacher when she grows up”.

DNS

In this sentence, the sentence should support the main idea. The description should only focus to describe the subject not other subject.

For example:

“I have a sister. Her full name is Fadila. I usually call her Dila. She was born in Solo, on June 11th, 2004. She is in the second year of junior high school. She is very beautiful. She has a long hair, slanting eyes and pointed nose. Her height is about 117cm. Her weight is about 45kg”.

“She likes swimming in her spare time. She also likes to play piano. In addition, she likes writing. She is a diligent student. She never comes late to school. She always does her homework. She is also a clever student. She always gets good mark for her test Someday, she wants to be a teacher when she grows up”.

15. More (Need More)

Code or symbol of need more was given to the students’ writing, when the sentence is so simple. It needs more developing sentence.

For example:

“I have a sister. She was born in Rawajitu, on June 16th, 2005. She is in the second year of elementary school. She is very beautiful. She is a diligent and clever student. Someday, she wants to be a teacher when she grows up”.

More

In this sentence, the description should be able to convince the reader that the text that is real by giving specific detail about the subject.

For example:

“I have a sister. Her full name is Kania. I usually call her Nia. She was born in Rawajitu, on June 16th, 2005. She is in the first year of junior school. She is very beautiful. She has a long hair. She has slanting eyes and pointed nose. Her height is about 117cm. Her weight is about 45kg”.

“She likes swimming in her spare time. She also likes to play piano. In addition, she likes writing. She is a diligent and clever student. She never comes late to school. She always does her homework. She always gets good mark for her test. Someday, she wants to be a teacher when she grows up”.

16. Org. (Organization)

Code or symbol of organization was given to the students' writing, when the sentence does not organize well. Thus, the students have to check the sequence of your developmental paragraph.

For example:

"I have a sister. Her name is Puspita. I usually call her Pita. She is very beautiful. She has a long hair. She has slanting eyes and pointed nose. Her height is about 117cm. Her weight is about 45kg".

"She likes swimming in her spare time. She also likes to play piano. In addition, she likes writing. She was born in Jakarta, on June 10th, 2005. Now, she lives in Bandung. She is a student in the first year of junior school Bandung".

Org.

In this sentence, the sentence should be organized well based on the generic structure of descriptive writing which is divided into identification and description. In the first paragraph should identify the subject to be described in general and in the second paragraph should describe the subject in parts, qualities, and characteristics.

For example:

"I have a sister. Her name is Puspita. I usually call her Pita. She was born in Jakarta, on June 10th, 2005. Now, she lives in Bandung. She is a student in the first year of junior school Bandung".

"She is very beautiful. She has a long hair. She has slanting eyes and pointed nose. Her height is about 117cm. Her weight is about 45kg. She likes swimming in her spare time. She also likes to play piano. In addition, she likes writing".

2.11. Teaching Descriptive Text Writing 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. Therefore, they 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. But before that, teacher should be a reader and an advisor for them.

Furthermore, the patterns of feedback and responses given by the teacher depend very much on the teacher's conception of the composing process and his/her understanding of learner's errors. Teachers may, on the one hand, present themselves as helpful facilitators offering support and guidance; on the other hand, they may act as an authority imposing critical judgment on writing products (Ferris, 2002). Teachers can offer self-correction opportunity for their students by providing indirect feedback on student's errors. The assistance and feedback given by the teacher should not be confined to the last stage of the writing process. The marking of products should always open more opportunities in which students can redraft their work. In addition, students are able to express their ideas more clearly in writing and to get clarification on any comments indirectly that teachers have made to their writing.

2.12. Procedures of Teaching Descriptive Text Writing Using Teacher's Indirect Feedback

In the implementation of teacher's indirect feedback technique in teaching writing, some steps have to be followed. The researcher will explain the procedure of teacher's indirect feedback technique in teaching writing. There are many ways to implement teacher's indirect feedback technique in teaching writing as follows:

a. Pre- writing

1. First Meeting

-Pre-writing activity gives warming up the brain to gather the ideas to write about. The teacher will introduce the students the topic of learning which is about descriptive text.

Teacher: *Good morning, students!*

Students: *Good morning, Miss!*

Teacher: *How are you today?*

Students: *I'm fine thank you, and you?*

Teacher: *I'm fine too, thank you. All right, I would like to tell you something. It is about singer. A singer is a person who sings. Anyone who is singing is a singer. Some people do it as a job, others may sing without being paid. Singer may sing anything, such as; songs, opera, etc. They may be accompanied by an instrument or an orchestra. Some singers also play a musical instrument such as piano, guitar, or harp while they sing. A good singer has a good voice and good appearance. A good singer also should be able to sing some genres, such as dangdut, pop, jazz, R&B, etc. Well students, I would like to ask you something. Do you have favorite singer?*

Students: *Yes we do, Miss.*

Teacher: *Who is she/he?*

Student: *She is Agnes Monica.*

Teacher: *How are about her eyes? Her body?etc.*

Student: *I think her eyes is big, Miss. Her body is tall.*

Teacher: *Then the teacher gives them the correct answers, such as “she has big eyes, right ? // she has tall body, right?” (The teacher applied drill to them until the students understand how to describe someone’s characteristics)*

Teacher: *Alright students, do you know who she is?(show the picture)*

Students: *Rina Nose, Miss.*

Teacher: *what do you know about her?, what is her job?*

Students: *She is a comedian, miss.*

Teacher: *That’s right, how does she look like?, according toyou how about his nose?*

Students: *He has a pointed nose, Miss.*

Teacher: *Good, so how about his hair?*

Students: *He has short hair, Miss.*

Teacher: *Alright students, today we are going to study about descriptive text(The teacher gave an example of descriptive text and explained it in detail based on the concepts of descriptive text. After that, the teacher explained the generic structures of descriptive text which consisted of identification and description. Besides that, the teacher also explained the language features of the text. Then the teacher explained about present tense. Furthermore, before the teacher asked them to create a descriptive text, the teacher also explained the aspects of writing. In addition, the teacher also taught them about transactional signal, such as besides, then, furthermore, etc. The function of it so that the students were able to produce a good writing).*

2. Second Meeting

- The teacher reviews about the last lesson about the descriptive text.
- Before the teacher asks the students to write the second draft. The teacher substitutes a piece of paper consists of codes or symbols about indirect correction feedback.
- The teacher explains all about teacher's indirect feedback in detail. Such as; the definition, code/symbol, and examples.

3. Third Meeting

- Before the teacher asks the students to write the third draft, the teacher reviews about the last lesson about the descriptive text and indirect feedback.

b. Writing

1. First Meeting

- The teacher asks the students to write the first draft about descriptive text.
- The students write composition based on the teacher's instruction.

Teacher: *Alright students, I will distributes a piece of paper. Please, listen to me carefully about the instruction!, I will explain it one by one, (please make a descriptive text about favorite singer that consists of identification and description. Make it about 3 – 4paragraphs, you can use simple present tense, transitional signal, and aspects of writing, and the time allotment is 60 minutes. You can start from now. Don't forget to write your name, date, and class!*

Students: *Alright, Miss.*

Teacher: *Have you finished, students?*

Students: *Yes, Miss.*

2. Second Meeting

-The teacher gives back the result of the first draft that have been corrected by the teacher. The students are asked to revise it into the second draft.

Teacher: *I will give back your result of the first draft about descriptive text that I have corrected by providing a code/simbol of teacher's indirect feedback, because there are still a lot of mistakes, so I ask you to revise it into second draft. (The teacher substitutes a piece of paper (the second draft)).*

Students: *It is alright, Miss.*

Teacher: *you can see the examples of correction about teacher's indirect feedback that I have given.*

3. Third Meeting

-The teacher gives back the result of the second draft that have been corrected by the teacher. The students are asked to revise it into the third draft.

Teacher: *I will give back your result of the second draft about descriptive text. I have been corrected with providing a code/simbol of teacher's indirect feedback. Because there are still a lot of mistakes, so I ask you to revise it into third draft. (The teacher substitutes a piece of paper (the third draft)).*

Students: *It is alright, Miss.*

c. Post Writing

1. First Meeting

-After the students have finished their first draft, the teacher starts to assess the students' drafts and asks the students' difficulties in doing the assignment.

-The teacher discusses the students' difficulties in understanding the materials.

-The teacher gives conclusion about the materials that have been learned.

Teacher: *Alright students, what the problem you faced when you do the assignment?*

Students: *So far, there is no problem, Miss.*

Teacher: *Alright, I think it is enough for today and see you in next meeting!*

Students: *See you, Miss!! Thank you very much.*

2. Second meeting

- After the students have finished their second draft, the teacher starts to assess the students' drafts and asks the students' difficulties on doing the assignment.
- The teacher discusses the students' difficulties in understanding the materials.
- The teacher gives conclusion about the materials that have been learned.

3. Third Meeting

- After the students have finished their third draft, the teacher starts to assess the students' drafts and asks the students' difficulties on doing the assignment.
- The teacher discusses the students' difficulties in understanding the materials.
- The teacher gives conclusion about the materials that have been learned.

From the explanation above, there are many ways of the implementation Teacher's indirect feedback technique that have to follow. The researcher tends to apply this lesson plan in teaching writing using teacher's indirect feedback technique.

2.13. Advantages and Disadvantages of Indirect Feedback

In improving students' writing ability, not only gives advantages, but this technique also gives disadvantages. Below are the more description about them :

a. 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. Frodesen (2001) notes that indirect feedback is more useful than direct feedback. Students are able to express their ideas more clearly in writing and to get clarification on any comments that teachers have made to their writing.
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, because indirect feedback can guide learning and help the students solve problem by themselves (Lalande, 1982).

b. 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 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.

2.13. Theoretical Assumption

In teaching writing, there are many steps that can be used by teachers to reach the goal of teaching learning process. Based on the literature review above, teacher's indirect feedback is one of the ways that can be used to improve students' writing ability. Based on the previous description, 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 show that it is difficult for students to express their ideas coherently into writing form. Some mistakes have been made in every aspects of writing.

Therefore, indirect feedback can be used to alert the student's about their error and give them opportunity to fix the errors themselves. It also can be used in order to minimize grammar errors and inaccuracy of selection of word. Finally, it is assumed that teacher's indirect feedback can improve student's descriptive writing ability in terms of content, organization, grammar, vocabulary, and mechanics.

2.14. Hypothesis

According to the theoretical assumption, the researcher formulates hypothesis as follows:

1. There is any significant difference of student writing before and after giving indirect feedback.
2. The aspect of writing that improves the most after the implementation of teacher's indirect feedback is mechanics.

This chapter has explained about review of previous studies, concept of writing, aspects of writing, teaching writing, the writing process, concepts of indirect feedback strategy, text, descriptive text, feedback, teacher's feedback, teaching descriptive text writing using teacher's indirect feedback, procedures of teaching descriptive text writing using teacher's indirect feedback, advantages and disadvantages of indirect feedback, theoretical assumption, and hypothesis.

III. METHODS

This chapter discussed the following topics: design, population and sample, variables, data collecting technique, instrument of the research, research procedure, scoring criteria, validity, reliability, data analysis, data treatment, hypothesis testing, and schedule of the research.

3.1. Design

This research was quantitative study which was intended to see the students' descriptive writing improvement after the implementation of the teacher's indirect feedback. The research design was one group pretest-posttest design. The design was used to compare the students' ability in pretest and posttest after the treatment was given. This design used pretest to find out the students' initial ability before the treatment (Hatch and Farhady, 1982: 21-22). It could be illustrated as follows:

T1 X T2

T1 refers to pretest (writing test before giving treatment)

X deals with treatment by the researcher (teaching writing using teacher's indirect feedback)

T2 relates to posttest (writing test after giving treatment)

(Hatch and Farhady, 1982: 20 in Setiyadi 2006: 132)

As we have seen, the subject of research was given the treatment of teaching writing through teacher's indirect feedback. The pre-test was administered before the treatment of teaching writing using teacher's indirect feedback, it was implemented to see the students' basic writing mastery. Then, the treatment of teaching writing through teacher's indirect feedback was implemented. The post-test was administered afterward to analyze the improvement of the students' writing mastery through teacher's indirect feedback.

3.2. Population and Sample

The population of this research was the first grade of SMA Al-Azhar 3 Bandar Lampung in the first semester of academic year of 2017/2018. There were nine classes of the first grade which consist of 6 classes of Science class (IPA) and 3 classes of Social class (IPS). A class was taken as the sample of this research to be the experimental class. It was X IPA 2 which consisted of 25 students. In determining the experimental class, this study used simple purposive sampling method, so that those all the first year classes in the school got the same chance to be the sample. According to the 2013 curriculum, the first grade student of senior high school had studied about descriptive text in junior high school.

3.3. Variables

In order to assess the influence of the treatment in research, variables could be defined as dependent and independent variables. Hatch and Farhady (1982:15) stated that the independent variable was the major variable that a researcher hoped to investigate and the dependent variable was the variable that the researcher observed and measured to determine the improvement of the independent variable.

This research contains two variables as the measurement of students' improvement of writing ability, as follows:

1. Writing task as dependent variable (Y).
2. Teacher's indirect feedback as independent variable (X).

3.4. Data Collecting Technique

There were some steps that were used in collecting the data in this research. They were as follows:

- 1. Pre test.** This test was conducted in order to measure the students' writing ability before receiving the treatments. The test was essay in which the students was asked to write descriptive text and it was done in the first meeting. In this test, the students were given 60 minutes to do the test.
- 2. Post test.** This particular test was given after the treatments to measure how far the students' improvement of writing ability after getting the treatments. This test was essay in which students was asked to write descriptive text and it was done in the last meeting. In this test, the students were given 60 minutes to do the test.

3.5. Instrument of the Research

The instrument of the research was writing test. The test was used to find out whether teacher's indirect feedback could improve students' writing achievement or not. The material of writing test was essay. The students were asked to write descriptive text, was chosen because not only the learners have, according to the 2013 curriculum for SMA, learned this typical writing, but also it is regarded as the simplest type of writing so made the learners easily to express their ideas in their composition.

In order to obtain the desired data, the researcher accordingly determined some criteria that the participants were expected to be able to fill. The criteria meant, among other things, are (1) the composition comprised at least three paragraphs, (2) the paragraphs contained at least 100 words or consisted approximately of 10 to 20 sentences, and (3) the composition should, of course, be written in the respect of the topic provided.

Regarding the topic of the composition the learners composed, there are actually two topics provided as could be seen below.

1. Family member

2. Friend

The reason why the researcher selects the two topics for the learners is because the topics are people around the participants and they, definitely, have known so well; as a result, they could (1) imagine as well as describe the topics clearly; (2) use vocabulary items they have known and might often be used, and being simple, of course; and (3) describe the objects vividly and enthusiastically since they have recognized the objects so properly.

To observe clearly how the physical appearance of the writing test is, the following is detailed illustration:

In this test, you are assigned to compose a descriptive model consisting at least of three paragraphs and more or less 100 words based on the provided topic and directions. Here are certain points you should consider in your composition:

1. You should write suitable topic of your passage.

2. Topic: (for example) One of your close friend

3. *Purpose: To illustrate the physical appearance, characteristics, habits, and hobbies of the person you are familiar with.*

In so doing, follow these steps:

Step 1. Write prewriting notes.

Step 2. Begin by telling who the person is.

Step 3. Use the notes about the physical appearance, characteristics, habits, and hobbies the person constantly does.

Step 4. You may use the vocabulary items provided in the table to help you write.

Step 5. Reread carefully your composition from the beginning and revise it then. To do so, ask yourself if this question: Did I illustrate my story clearly and effectively?

General notes: Make sure that your composition is clear, complete, and correct.

3.6. Research Procedure

The procedures in conducting the research are discussed as follows:

1. Selecting materials for treatment

In selecting materials for treatment, the researcher selected some samples of descriptive 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 Al-Azhar 3 Bandar Lampung. There were 9 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 pretest

The pretest was conducted to measure students' preliminary ability before treatment. Here, students in experimental class were assigned to write a descriptive text. The topic was about family member or friend and the time allocation was 60 minutes.

4. Conducting the treatment

After giving the pretest to the students, the experimental class was given treatment by using teacher's indirect feedback. The treatment was conducted in 60 minutes, based on the time allocation in the syllabus of the first grade of SMA. The treatment was conducted in 3 meetings. In those 3 meetings the students was guided to write a descriptive text. Indirect feedback was given to the errors on every students' composition until the student made a good composition from the first to the final draft. After the treatment was given, the posttest was given to the students to evaluate their ability in writing descriptive text after the implementation of teacher's indirect feedback.

5. Administering the posttest

In order to see the improvement of student's writing ability, the posttest was conducted in the experimental class after they were being given the treatment. The test was in form of writing. The students were asked to develop their descriptive text writing based on the topic of family member or friend. The posttest was conducted in 60 minutes.

6. Analyzing the test result (pretest and posttest)

After scoring pretest and posttest, the data was analyzed by using SPSS version 16.0 software program. It was used to find out the means score of pretest and posttest and how significant the improvement was.

3.7. Scoring Criteria

In this subchapter, the researcher will explain about scoring criteria to score student's work. When the data were collected, the writer would score the students' writing using analytic scoring. Analytic scoring is the scoring procedure based on several aspects of writing or criteria. The script would be rated on such features as content, organization, vocabulary, language use, and mechanics. Analytic scoring provides more detail information about the writing quality. There is a table of assessing writing which is taken from Harris (1979: 68-69) and it can be looked at Appendix 1(Lesson Plan).

3.8. Validity and Reliability

3.8.1. Validity

A test can 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 are analyzed.

3.8.1.1. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material given is suitable with the curriculum. Content validity is the extent to which a test measures a representative sample of the subject matter 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 descriptive writing test that was supposed to be comprehended by the first year of senior high school students. The test was considered as valid in content validity since the test of writing constituted a representative sample of the language skill and structure

and also the material used was chosen based on English Curriculum 2013 for first year of senior high school.

3.8.1.2. Construct Validity

Construct Validity is concerned with whether the test is actually in line with the theory of what it means to know the language that was being measured, it is examined whether the test given actually reflect what it means to know a language. In this research, scoring criteria is based on the five aspects of writing; content, organization, language use, vocabulary, and mechanics that were suggested by Harris (1979: 68-69).

3.8.2. Reliability

Reliability has to deal with the quality of measurements, the consistency of the measurement device, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In short, it is the repeatability of the measurements. A measure is considered reliable, if it gives the consistent result repeatedly. This research used inter-rater reliability. Inter-rater reliability was used when score on the test is independently estimated by two or more judges or raters. In this case, the researcher was the first rater, and the English teacher in SMA Al-Azhar 3 Bandar Lampung was the second rater. Before scoring the students' descriptive text writing, it was important to make sure that both raters used the same criteria of scoring. Hereby, the first and the second rater used scoring criteria devised from Harris (1979: 68-69).

The statistical formula of reliability is as follow:

$$R = 1 - \left(\frac{6 (\sum d^2)}{N (N^2 - 1)} \right)$$

This formula is described as follows:

R refers to reliability

D deals with the difference of rank correlation

N relates to number of students

1-6 describes to constant number

(Hatch and Farhady, 1982: 206)

In this case, this research also used the standard of reliability as follows:

0.80000 - 1.00000 means that the reability of test is very high

0.60000 - 0.79000 indicates that the reability of test is high

0.40000 - 0.59000 connotes that the reability of test is medium

0.20000 - 0.39000 explains that the reability of test is low

0.00000 – 0.19000 illustrates that the reability of test is very low

To measure the reliability of the instrument in this research, the researcher used Spearman Rank- Correlation which the formula can be described as follows:

Reliability of pretest

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

$$r = 1 - \frac{6 \cdot (109)}{25((25)^2 - 1)}$$

$$r = 1 - \frac{654}{25(624)}$$

$$r = 1 - \frac{654}{15600}$$

$$r = 1 - 0,04192$$

$$r = 0,95808 \text{ (very high reliability)}$$

Reliability of posttest

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

$$r = 1 - \frac{6 \cdot (351)}{25((25)^2 - 1)}$$

$$r = 1 - \frac{2106}{25(624)}$$

$$r = 1 - \frac{2106}{15600}$$

$$r = 1 - 0,135$$

$$r = 0,865 \text{ (very high reliability)}$$

Table 3.3. Table Reliability of Teacher's Indirect Feedback

Reliability	Pre test	Post test	Criteria
	0.9580	0.865	Very high reliability

From the table above, it was found that the reliability coefficient of pre test is 0.9580 while the reliability coefficient of post test is 0.865. According to the standard criteria, both of tests that the researcher used in this research are very high reliability.

3.9. Data Analysis

To measure the students' progress in writing, the researcher analyzed the students score through these activities:

1. Scoring the pretest and posttest.

In scoring the student's writing product, the researcher used writing score criteria. The criteria of writing score was devised from Harris (1979: 68-69).

2. Finding the mean of pretest and posttest, as follows:

$$Md = \frac{\sum d}{N}$$

The formula above was illustrated as follows:

Md refers to mean (average score)

$\sum d$ deals with total score students

N relates to number of students

2. Drawing conclusion by comparing the means of the pretest and posttest.

The scores of one pretest and one posttest were statistically analyzed using T-Test to draw a conclusion. It was computed through the Statistical Package for Social Science (SPSS) 16.0.

3.10. Data Treatment

In order to find out the difference and improvement of students' writing ability after being taught by using teacher's indirect feedback, the researcher used statistics to analyze the data using the statistical computation i.e. Repeated *Paired Sample T-Test* of *Statistical Package for Social Science* (SPSS).

According to Setiyadi (2006:168-169), using *Paired Sample T-Test of Statistical Package for Social Science* (SPSS) for hypothesis testing has 3 basic requirements, namely:

1. The data is interval or ratio.
2. The data is taken from random sample in population (not absolute).
3. The data is distributed normally.

3.11. Hypothesis Testing

After collecting the data, the researcher analyzed them to find out whether there was a difference of students' writing ability in descriptive text after being taught through teacher's indirect feedback. The researcher used *Paired Sample T-Test of Statistical Package for Social Science* (SPSS) to find out the difference of the treatment effect.

The hypothesis was analyzed at significant level of 0.05 in which the hypothesis was approved if $\text{Sig} < \alpha$. It meant that the probability of error in the hypothesis was only about 5 %. The hypotheses were as follows:

H₀: There is no difference of the students' writing ability after being taught through teacher's indirect feedback. The criteria of H₀ is accepted, if alpha level is higher than 0.05 ($\alpha > 0.05$).

H₁: There is a difference of the students' writing ability after being taught through teacher's indirect feedback. The criteria of H₁ is accepted, if alpha level is lower than 0.05 ($\alpha < 0.05$).

H₀: Mechanics was not the aspect of writing that improves the most after the implementation of indirect feedback. The criteria of H₀ is accepted, if alpha level is higher than 0.05 ($\alpha > 0.05$).

H_1 : Mechanics was the aspect of writing that improves the most after the implementation of indirect feedback. The criteria of H_1 is accepted, if alpha level is lower than 0.05 ($\alpha < 0.05$).

The criteria for accepting the hypothesis were as follows:

1. H_0 is accepted, if alpha level is higher than 0.05 ($\alpha > 0.05$).
2. H_1 is accepted, if alpha level is lower than 0.05 ($\alpha < 0.05$).

3.13. Schedule of the research

The schedule of the research consisting of some activities illustrated as follow:

Table 3.4. Schedule of researcher's activities

No.	Date	Activities
1.	July 18 th , 2017	Giving pre-test to the experimental class
2.	July 25 th , 2017	Giving the first treatment by using lesson plan 1
3.	August 1 st , 2017	Giving the second treatment by using lesson plan 2
4.	August 8 th , 2017	Giving the third treatment by using lesson plan 3
5.	August 15 th , 2017	Giving post-test to the experimental class

Briefly, those are the explanations about the methods of the research: i.e. design population and sample, variables, data collecting technique, instrument of research, research procedure, scoring criteria, validity, reliability, data analysis, data treatment, hypothesis testing, and schedule of the research.

V. CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the research findings and suggestion for English teachers and further researchers who are pleased to use teacher's indirect feedback as teaching technique in writing class or to conduct a similar research using this technique.

5.1. Conclusion

After conducting the research, the reseacher draws the conclusions can be put forward as follows:

1. There is an improvement of students' ability in writing after being taught by teacher's indirect feedback. Some stages in teacher's indirect feedback could help the student to increase their ability in writing which could be seen from the gain of the students' writing mean score in the pretest and the posttest (46.68 to 56.40). Teacher's indirect feedback improves students' writing (9.72). To be more specific, the results of the study showed that:

- 1.1. Teacher's indirect feedback gives students opportunity to revise their errors themselves. By using this technique, the students will get the clarification on any comments that teachers have made in their

writing, and it will be much easier to solve problem by themselves in writing.

1.2. Teacher also leads them to make the students aware of the error and mistakes they have done. Thus, they will be able to express their ideas more clearly in writing and make their writing better. In the other word, teacher's indirect feedback is suitable techniques to be applied in revising stage of teaching writing. When students are given this kind feedback, they are required to think harder in order to interpret the codes or symbols given and find the correct answers for their errors. That is the reason why this kind feedback improves students' scores in posttest.

2. From the result, we know that teacher's indirect feedback could improve students' writing ability in the five aspects of writing. The aspect of writing that improves the most after the implementation of teacher's indirect feedback technique is mechanics, as illustrated like the following:

2.1 . In the content aspect, content increased 1.5 points or 7.5%, that is, 11.10 in pre-test to 12.60 in post-test, because the students were able to develop the main idea related to the topic. The students could write better in the post-test after the treatment and produce a text in the good order.

2.2. In the aspect of organization, organization increased 2.1 points or 10.5%, that is, 10.40 in pre-test to 12.50 in post-test, because the students were able to write accurately enough in expressing their ideas. Despite the students were not able to organize the text optimally, the students had tried to make their text coherent and united.

- 2.3. Next, in the aspect of vocabulary, vocabulary increased 1.8 points or 9%, that is, 10.20 in pre-test to 12.00 in post-test, because the students were able to apply appropriate words in their text. Although, the percentage was not good enough, yet students' score in the posttest is much better than the pre-test.
- 2.4. In the aspect of grammar, grammar increased 1.8 points or 9%, that is, 7.20 in pre-test to 9.00 in post-test, the percentage indicated that the increasing of this aspect was not good because the students had not understood yet on how to apply simple present tense in their descriptive writing.
- 2.5. The last is the aspect of mechanics, mechanics increased 2.5 points or 12.5%, that is, 7.80 in pre-test to 10.30 in post-test, because the students were able to use capitalization, spelling, and punctuation in their writing descriptive text properly. The result of the post-test was better than before the treatment by using teacher's indirect feedback.

For the sake of brevity, it can be concluded that the implementation of teacher's indirect feedback technique gave positive effects in students' writing ability.

5.2. Suggestions

With reference to the conclusions above, some suggestions can accordingly be made as follows.

1. Suggestion for English teacher

- a. The writer suggests for the English teacher to give more attention to the students who do not pay attention and focus when they are giving explanation.

- b. The teacher also should ask the students to bring dictionary because the students often asked the meaning of English words then the class atmosphere was not really crowded.

2. Suggestion for further researcher

- a. This study was conducted in the senior high school level. Therefore, the further researcher can try to find out the effect of using indirect feedback in different level.
- b. This study applied teacher's indirect feedback to improve students' ability in writing descriptive text. The findings of this study are expected to be used as starting point for further researcher to conduct this technique in different field or text types. And hopefully, the further researcher would use teacher's indirect feedback not only in writing, but also in other language skills.

In brief, those are the conclusions of the research findings and the suggestions for English teachers who want to try to implement teacher's indirect feedback technique in teaching writing and for further researchers who want to investigate the research about this technique.

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