CHAPTER I

INTRODUCTION

1.1. Background of the Study

Language is a communication tool. Language according to Saussure (1974) in Mahadi (2012) is a signs system. Armstrong & Ferguson (2010) say that language is used to engage people in extending certain information. Whereas Crystal (1992) in Mahadi (2012) mentions that language is used for communication and self expression in a human society either in form of signs or written symbols. One of languages is English. It is as a foreign language. As a foreign language, it also has important role in helping Indonesian students to communicate. It has been used broadly not only in business, entertainment but also in education.

In education aspect, it has been learned in junior high school students up to university students. They have to master its skills which consist of four skills those are listening, reading, speaking and writing. Those skills are important for them because they correlate each other. Each skill cannot be separated from another skill. For senior high school students, writing is said to be the most difficult skill. They still find some difficulties in mastering writing.

There are five important aspects of writing. Brown (2004) mentions that the aspect of writing consists of organization; logical development of ideas; grammar; punctuation, spelling and mechanics; and style and quality of expression. Most of the students get difficulties in almost those aspects. In the aspect of organization, which consists of introduction, body and conclusion, the

students get difficulties in recognizing introduction, ordering idea into the body of writing and deciding conclusion. In the aspect of logical development of ideas which focuses on the content of the text, the students are difficult in developing the idea. It is because they have inadequate knowledge. In the aspect of grammar, the students are difficult in using the appropriate verb, article, preposition and modal. In the aspect of punctuation, spelling and mechanics, the students usually place them inappropriately. In the aspect of style and quality of expression, the students often use inappropriate vocabulary choice.

Beside those factors which come from the students, there is another factor affect the students' writing. That factor is from the teacher's factor. It deals with the teacher's suggestion on the students' writing. The suggestion can be given in the form of feedback. Keh (I990) mentions that feedback is a basic element of writing approach. It is as input from the teacher by providing information to the students for revision in the form of questions, comments, or sugesstion (Flower, 1979). It helps the students to be able to write correct sentences which will be linked into paragraphs.

One of feedback that can be applied by the teacher is indirect feedback. Srichanyachon (2012) mentions that indirect feedback occurs when the teacher indicates an error by giving an underline, circle, code, etc. It can be said that the teacher only indicates the error without correcting it. It can engage the students to solve their problem and to correct their error. The teacher does it by underlining or circling the errors then he or she gives the symbol above the marked word then the

students have to think about the mistakes and correct them. It is useful for students because it can improve their writing ability.

Hence, in order to help the students in improving their writing ability of descriptive text, the writer conducted a research entitled The Use of Indirect Feedback to Improve Students' Descriptive Writing Ability.

1.2.   Reason for Choosing the Topic

There are several reasons which become the writer's concern in choosing the topic as follows:

1. Writing is the most important and difficult skills to be learned, compared with other skill like listening, reading and speaking. Writing is the skill that should be mastered by students.

2. The writer chooses descriptive text because it is the simple text to be written. The students write the description of an object based on their sight. So it makes them easy to write.

3. The students will be given indirect feedback with tecaher's guide. Indirect feedback acquire the students to correct their own mistakes. The students have to solve their problem.

1.3.   Question of the Problem

1. How does indirect feedback improve the students' descriptive writing ability?

1.4.   Objectives of the Study

The objective of this study is to find out how indirect feedback improve the students' descriptive writing ability.

1.5.   Limitation of the Study

In this research, the writer limits the study on the descriptive writing ability of the tenth grade students of SMKN 2 Demak.

1.6.   Significance of the Study

The significance of the study can be stated as follow:

1. Pedagogical

    a. This study can motivate the students in learning writing. It encourages students to try to be honest and confident by correcting their mistakes. So that is can improve their descriptive writing ability.

    b. The teacher can use this strategy to help the students in improving their writing ability by giving indirect feedback.

2. Practical

    a. This study are useful for the students to improve their writing ability in descriptive text. They get experience from this study about indirect feedback which acquire them to correct their mistakes so that it is useful for them to improve their skill.

    b. It guides the teacher to give the feedback to the students in order to improve their skill.

1.7.   Definition of the Key Term

1. Indirect Feedback

    Ellis (2008) mentions that indirect feedback is indicating the students have made errors without actually correcting it. This can be done by underlining the

errors or using symbols to show omissions or by placing a cross next to the line which containing the error.

2. Descriptive Text

Gerot and Wignell (1995) in Masitoh and Suprijadi (2015) define descriptive text is kind of text which is aimed to describe a particular person, place or things.

3. Writing

Linse (2003) in Masitoh and Suprijadi (2015) defines writing as a combination of process and product. The process refers to the act of gathering and making the product.

1.8.   Organization of the Study

This point shows the organization or the outline of the study. This study consists of five chapters. This study is organized as follow:

Chapter I is introduction. It contains background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, limitation of the study, significance of the study, definition of key terms and organization of the study.

Chapter II is the review of related literature. It contains theoretical review and the review of previous studies. In theoretical review covers the first is general concept of writing. It contains the definition of writing and the writing processes. The second is descriptive text. It contains the definition of descriptive text, the generic structure of descriptive text and language features of descriptive text. The third is feedback. It contains the definition of feedback and the types of feedback.

The last is indirect feedback. It contains the definition of indirect feedback and the form of indirect feedback.

Chapter III is method of action research. It contains design of the study, subject of the study, variable, instrument of the study, procedures of the study and data analysis.

Chapter IV is results and finding. It contains research finding and discussion. It discusses and interprets the research finding.

Chapter V is conclusion and suggession. It contains conclusion of the reasearch and the suggession for the English teachers and the future researcher.