CHAPTER I

INTRODUCTION

A. The Background of the Study

Nowadays, English has become an international language. English is used to communicate with other people throughout the world. English dominates many aspects of international life, such as business and trade, social, culture, etc. One example of the importance of English can be seen in education field. With the progressive march of information as well as knowledge, English has become crucial at the university level, as so many text books and scholarly article are solely in English. In Indonesia, English is seen as a foreign language which means that English is not used as the main language of communication. In order to compete and to communicate in a global community, the government of Indonesia has made the subject of English taught from preliminary school to university.

In the English language, there are four skills that should be mastered by the students, namely reading, listening, writing and speaking. Both reading and listening are said as receptive performance, which means a process of comprehending the materials given. On the other side, writing and speaking are called productive performance, which deals more with the production. (Brown, 2001:232). In this study, the researcher will focus on writing skill.

Writing is a transaction with words whereby writers free themselves from what they presently think, feel and perceive (Brown, 2001:337). However, the way we put our thoughts and ideas into written forms takes particular process,

such as discovery, organizing and developing the ideas. Then, there is a process of refining our work by revising them several times until we have a finished product on paper (Coffin et al, 2003:34). Each time we write, we should know the content, the target reader, and the relationship between the writer and the audience. Building this relationship means determining how much the readers already know about our subject, and assessing how to convince them that our writing is worth reading (Sova, 2004:7).

Of course, we may get stuck in some parts of writing. Perhaps in generating the ideas, building sentences, developing the story, or adding other information. They know what to write, but they don't know how to write it. There is a tendency for L2 writers to produce non-target constructions that many proficient users of the language would not only notice but identify as incorrect (Ferris, 2011:2). A lack of confidence and fear of making mistakes reduces the students motivation to write in English.

As stated above, writing is one out of the four language skills in writing. However, writing is one of the most important, yet difficult academic skills for students to learn. (Lee and Tajino, 2008). According to the research conducted by Lee and Tajino (2008), some students consider academic writing is difficult due to their perceptions of low English ability. There is a total of 80% students find it difficult in expressing ideas. Similarly, 68,3% perceive difficulties in writing coherent paragraphs, and 60% in linking sentences smoothly. Based on the observation in SMA Negeri 3 Medan, the researcher found the students are still lack of competence in writing. They feel anxious while writing because they

cannot express what they want to write in a clear form. They understand the idea of the topic given, but they make many errors during the process of writing. Moreover, most students and teachers found it more important to focus on the ideas rather than accuracy of the text itself. As a result, many students feel hopeless in writing text. To enhance students' achievement in writing, especially in writing descriptive text, the researcher will utilize the strategy called indirect feedback.

Many experts believe that indirect feedback strategy is much more effective than the direct one. The arguments underlying this statement is as stated by Erel in his research of comparing direct and indirect feedback in Turkish EFL students. In his research, he found that the indirect feedback group commited fewer errors than the direct feedback group for the whole semester (Erel, 2007: 397). Another research is done by Baleghizadeh in analyzing the effect of direct and indirect corrective feedback on students' spelling errors. The result obtained that indirect feedback is more effective than direct feedback. By getting indirect feedback, learners are provided with the opportunity to act on their own initiative in production (Baleghizadeh, 2011: 135). Moreover, according to research finding conducted by Lalande (1982), students who received indirect feedback improved in overall accuracy more than those who did not. Based on the researches done previously, the researcher finds it interesting to conduct a research by using indirect feedback strategy to improve students' achievement in writ

B. The Problem of the Study

Based on the background of the study, the research problem of this study is formulated as: "Is there any significant effect of using indirect feedback strategy on the student's achievement in writing descriptive text?"

C. The Objective of the Study

Related to the problem of the study, the objective of this study is to investigate the effect of applying indirect feedback strategy on the students' achievement in writing descriptive text.

D. The Scope of the Study

Based on the background above, this study is limited to the effectiveness on using indirect feedback strategy in teaching writing on grade X at SMA Negeri 3 Medan. This study wil be conducted to investigate the significant improvement of the application of indirect feedback strategy on the the students' achievement of grade X students in SMA Negeri 3 Medan in writing descriptive tex

E. The Significance of the Study

As this study concerns the use of indirect feedback to affect the students' achievement in writing, the findings of this study are expected to be useful as:

1. Theoretically, the findings will add up more horizon in theories of second language acquisition. In addition, the findings can be references for further research.

2. Practically, the findings can be useful for teachers in improving method of teaching. The findings also can be useful for students in improving their writing skills.