

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

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Abstrak. Penelitian ini bertujuan untuk meneliti apakah ada perbedaan pada kemampuan siswa dalam kemampuan pemahaman menulis teks deskriptif setelah belajar melalui teknik *teacher's indirect feedback*. Penelitian ini adalah penelitian kuantitatif. Sampel penelitian adalah siswa kelas X IPA 2 di SMA Al-Azhar 3 Bandar Lampung. Tes menulis digunakan sebagai alat untuk pengambilan data. Data dianalisa menggunakan *SPSS version 16.0 software program*. Hasil penelitian menunjukkan bahwa adanya peningkatan signifikan pada kemampuan siswa dalam menulis teks deskriptif dengan tingkat signifikansi $0.00 < 0.05$. Hasil selanjutnya menunjukkan bahwa mekanik merupakan aspek menulis yang paling meningkat. Dapat disarankan bahwa teknik *teacher's indirect feedback* memudahkan siswa meningkatkan prestasi menulis.

Abstract. The objective of this research was to investigate whether there is a statistically significant difference of the students' writing descriptive texts after the implementation of teacher's indirect feedback. This research was quantitative research. The subjects of the research 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 result showed that there was a statistically significant improvement of the students' writing of descriptive text with the significant level $0.00 < 0.05$. This suggests that indirect feedback facilitates students to improve their writing achievement.

Keywords: writing, indirect feedback, descriptive text.

INTRODUCTION

Writing is one of the language skills that students need to master. Writing is a skill in delivering an idea, opinion or description to the readers through written texts. Writing is considered as complex skills for students to achieve. This is because writing skills have crucial components, such as, content, organization, vocabulary, language use, and mechanics. With this notion in mind, it is now understandable that SMA students have serious problem in their practice. Essentially, writing is used as means of communication to convey the knowledge or information about a given subject. 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 known or had the ideas what they were going to write, but they did not know how to put them into sentence.

Based on the pre-observation, the students in SMA Al-Azhar 3 Bandar Lampung had a problem in writing. The problem was from the students' ability in English, especially when they were studying writing text. The students lacked of vocabulary mastery. They got difficulties to arrange the ideas to form the structure in the text. It turned up because of their limited vocabulary and knowledge to decide the appropriate tense. Therefore, the teacher should change the teaching technique so that the students were able to write well.

The use of teacher's indirect feedback is very useful for teaching

writing. Putrinuraini (2014), Bintang (2015), Saputra (2016), and Harmiyanti (2013) proved that teacher's indirect feedback could significantly increase the students' writing achievement. In the previous research, the researcher just used indirect feedback to improve their writing skills after writing the text. While in this research, the researcher used different way from the previous research. The researcher not only focused on students' writing improvement, but the researcher also focused on analyzing what aspect of writing that improved students' writing ability the after being taught by teacher's indirect feedback technique in writing.

From the statements above, the researcher applied teacher's indirect feedback so that it could be one of recommended techniques in improving students' writing achievement. By using teacher's indirect feedback technique, the students had to be active and also to raise their interest in writing texts. By using this technique, the students hopefully be motivated because they had set the purpose of writing which are realized by using teacher's indirect feedback. The researcher expected that teacher's indirect feedback technique could overcome the difficulty in writing.

Considering the background presented above, the research question is formulated as follow:

1. Is there any significant difference of student writing before and after giving indirect feedback?

METHODS

The purpose of this research was to find out whether there is significant difference of students' writing ability after being taught through teacher's indirect feedback technique. This research was quantitative research in which one group pretest-posttest design was applied.

The population of this research was first year of SMA Al-Azhar 3 Bandar Lampung in first semester of 2017/2018 academic year. X IPA 2 which consisted of 25 students was chosen as the experimental class. The research was conducted in several procedures; they were giving pretest, giving treatment, and giving posttest.

For collecting the data, pretest and posttest of writing were administered. The students' scores from pre-test and post-test were analyzed by using Paired Sample T-Test of SPSS 16 program.

RESULT

The pretest was administered on July 18th, 2017 in the experimental class, X IPA 2. The mean score was 46.68, the highest score was 67.5, and the lowest score was 30.

The posttest was conducted on August 15th, 2017 in experimental class. The post test was administered in order to see whether there is any significant improvement in students' score of writing descriptive text after being taught through teacher's indirect feedback technique. From

the result, the mean score was 56.40, the highest score was 80, and the lowest score was 40. The students' scores in posttest were higher than the student's scores in pretest.

The result from the calculation by using Paired Sample T-Test (SPSS 16.0) showed that the mean score of pretest result was 46.68 while in the mean score of posttest was 56.40 in which the improvement was 9.72. It can be inferred that the mean score of posttest is higher than the mean score of pretest. It means that there is a significant difference in students' writing achievement after being taught by using teacher's indirect feedback technique. It can be seen at the following table.

Table 1. The Difference of Students' Scores in Pretest and Posttest

Category	Pretest	Posttest	Gain
Mean	46.68	56.40	9.72

From the table above, it can be seen that there is a significant difference of students' writing descriptive text after being taught through teacher's indirect feedback technique and it answers the first research question. Meanwhile, the second result of the study shows the improvement of all writing aspects. The summary can be seen at the following table below.

Table 2. The Improvement of Each Aspect

Aspects of Writing	Pre Test and Post Test *	Gain (%)*
Content	11.10 – 12.60	1.5 (7.5%)
Organization	10.40 – 12.50	2.1 (10.5%)
Vocabulary	10.20 – 12.00	1.8 (9%)
Grammar	7.20 – 9.00	1.8 (9%)
Mechanics	7.80 – 10.30	2.5 (12.5%)

In Table 2 above, it can be seen that the aspect of writing achievement of the students that increase most after being taught by using teacher's indirect feedback technique is mechanics, i.e. 2.5 points or 12.5%. Next, the aspect of organization improved 2.1 points or 10.5%. Then, the improvement of vocabulary was 1.8 points or 9% and grammar was 1.8 points or 9%. Last, the aspect of content got the lowest improvement that only reached 1.5 points or 7.5%.

DISCUSSION

The purpose of the research was to find out whether there is significant difference of students' writing after being taught through teacher's indirect feedback technique. As the researcher observed in the first until the last meeting, she found some obstacles for some students 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 had 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, for instance, "*she is friend my*". It should be "*she is my friend*". 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. When the researcher asked them to create a descriptive text, they were stuck in the first word because they did not know what the vocabulary that they would write, whereas they had the idea what they were going to write, but they did not know what the vocabulary they will use. There were frequent errors in the choice of word that made the meaning confusing because there were many words irrelevant to the context. The following sentence is the example of the student's error: "*He always remind me to study in night day*". The correct one might be like the following sentence: "*He always reminds me to study at night*". 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. Here is the example: "*She always helped my mother in the kitchen*". The correct construction of this sentence is "*She always helps my mother in the kitchen*". They also did not know the use of verb "*has*" for singular subject and "*have*" for plural subject. Besides, they did not know what the verb used in present tense (concept of present tense), such as "*she like dancing*". The word "*like*" should be added "*s*". And the last from mechanics aspect, it was found some students made frequent mistakes on these aspects (punctuation, capitalization, paragraphing, and spelling). For example, the students made mistake in spelling such as "*adn*" which simply should be "*and*". They also did not use capital letter of some words like in the first sentence/first paragraph, place's name, and person's name. In short, it indicated that students still had low ability in writing especially in descriptive texts.

After being taught using teacher's indirect feedback technique, the writing ability of students gained a progress. It could be seen from the comparison between the students' pretest score and posttest score. The improvement of mean score from pretest and posttest was 9.72. The mean score of pretest was 46.68,

while the mean score of posttest was 56.40. Then, the result was analyzed by using Paired Sample T-Test, and it was also found that the t-value was higher than the t-table. Therefore, it was confirmed that there was a significant difference of students' writing after being taught through teacher's indirect feedback technique.

This finding confirmed the research finding of Saputra's study (2016) who found that indirect feedback technique is effective to improve student's achievement in writing of procedure text. He conducted his research in SMP Plus Ibadurrahman Cipondah, Tangerang. The result of the student's progress during the teaching learning process was good. In experimental class, The result of pretest was 60, after the implementation of indirect feedback, the result of posttest was 72.68. The achievement from pretest to posttest increased 12.68. Meanwhile, in control class, the result of pretest was 58.2, the result of posttest was 66.36. The achievement from pretest to posttest increased 8.16. The researcher affirmed that teacher's indirect feedback was good to be applied in teaching writing procedure text.

Harmiyanti (2013) also accomplished her study to investigate the effect size of teaching narrative text writing through teacher's indirect feedback. She conducted her research in SMA Kemala Bhayangkari 1 Kubu Raya. She

found that the application of using teacher's indirect feedback strategy increased students' ability of narrative text writing. The findings revealed the improvement is related to both the learning process in the classroom and the students' achievement on the test. The effectiveness of using teacher's indirect feedback strategy was high. The result of pretest was 65.57, after the implementation of indirect feedback, the result of posttest was 83.43. The achievement from pretest to posttest increased 17.86. She stated that teacher's indirect feedback strategy is very effective to teach the students' narrative text writing.

In addition, the finding is also in line with Putrinuraini (2014) who conducted a research to investigate the effectiveness of teacher's indirect feedback to improve student's ability in writing recount text at a junior high school in Garut. The result showed that feedback by using indirect feedback strategy could improve students' ability in writing recount text. This was proved by statistical computation of t-test by using SPSS 16 for window. Based on the independent t-test, t-value was higher than t-table ($6.545 > 0.93$). It means that the null hypothesis was rejected. In other words, there was a significant difference between students' last draft scores in the experimental group and the control group.

Then, this study also analyzed the improvement of each aspect in writing, they were content increased by 7.5%, organization increased by 10.5%, vocabulary increased by 9%, grammar increased by 9% and mechanics increased by 12.5%. With reference to the percentages, it shows that aspect of mechanics has the most improvement than the other aspects.

As Frodesen (2001) states that indirect feedback is useful for students, because through this technique, the students will be able to express their ideas more clearly in writing and to get clarification on any comments that teachers have made in their writing. As Lalande (1982) also states that feedback is more preferable because indirect feedback will engage students in learning process, thus indirect feedback may be beneficial in editing, because indirect feedback can guide learning and help the students solve problem by themselves in writing. In addition, Putrinuraini (2014) states that teacher's indirect feedback made the students aware towards their errors in writing. After that, teacher's indirect feedback also could help them to make their text better. And then, teacher's indirect feedback could improve their confidence in writing. And the last, teacher's indirect feedback could make the students feel that their writing got attention from the teacher. Chander (2003) proved that correction feedback to be a way of improving the accuracy of

L2 students' writing. When offering comments on the students' compositions, it means that teacher leads them to make the students aware of the error and mistakes they have done.

According to the explanation above, it can be inferred that teacher's indirect feedback can improve students' writing skill, especially in terms of mechanics aspect. Indirect feedback can guide learning and help the students solve problem by themselves in writing. This technique is beneficial to motivate the students to make their text better in editing by getting clarification on any comments that teachers have made in their writing. Thus, by using this technique, the students will be able to express their ideas more clearly in writing. In other words, the implementation of teacher's indirect feedback gave the positive effect to the students.

CONCLUSIONS

After conducting the research, the researcher draws the conclusions 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.
2. Teacher's indirect feedback strategy is very useful to improve students' ability in writing descriptive text in all aspects of writing, especially in mechanics aspect. 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. 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.

Based on the research, it could be concluded that the implementation of teacher's indirect feedback technique gave positive effects in students' writing ability.

SUGGESTIONS

According to the conclusions above, the researcher would like to recommend some suggestions as follows.

1. 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. The teacher also should ask the students to bring dictionary because what the writer experienced, the students often asked the meaning of English words then the class atmosphere was not really good.
2. 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 reseacher 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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