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ENHACING STUDENTS' WRITING IN RECOUNT TEXT THROUGH INDIRECT FEEDBACK

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ABSTRACT

This study aims to find differences in students' writing skills and aspects of writing that increase after applying indirect feedback as a technique. The method in this research is One group pretest-posttest. A total of 32 students from class X.10 were selected as the sample in this study. The data collection tool is a recount text writing test. The results showed that the t-value was higher than the critical value of (8.420>2.040), and the two-way test turned into large (zero.000 <0.05). Meanwhile, the aspect of students' writing that significantly improved became vocabulary because the increase became 4.26. therefore, it is possible to be concluded that there are differences in students' writing skills after applying indirect feedback as a technique. This research may help increase college students' writing skills, specifically in vocabulary.

Keywords : writing, indirect feedback, recount text.

INTRODUCTION

Students frequently cite writing as one of the aspects of the English language that is the most challenging for them to master. When it comes to putting their thoughts, words, opinions, and feelings into written form, the students at times have a difficult time doing so. It involves a number of aspects, each of which ought to be taken into consideration while a student writes a draft. According to (Alghazo, 2009), the ability to write well is one of the more difficult skills for students learning a second language to acquire. The problem isn't always just coming up with ideas and arranging them in a logical order; sometimes it's also putting those ideas into text that can be read. One of the human ways to communicate is through the use of writing. Writing is another method of communication that can be used in addition to speaking as a means of completing the communication process. People are able to communicate their concept that they want to proportion through the written form. In addition, (Tarigan, 1987) asserts that the ability to write is the language skill that is utilized in indirect conversation. It gives the impression that academics are able to transmit their thoughts to other people in the form of written shapes, such as letters, messages, or invitations for communication.

Writing is a vital skill that should be taught in today's classrooms. Because a different coaching system has the potential to inspire the students to study more diligently than they did in the past, the instructor ought to take a novel approach and come adequately prepared. Implementing a strategy into the writing instruction that students are receiving is a satisfying way to inspire them to write well-crafted paragraphs. Learners always deal with the manner of setting words into sentences and placing sentences into a paragraph until they can create a piece of writing by the time they get to the writing procedure in the writing procedure. As a result, the researcher attempted to put into practice a method that would encourage the students to write clearly and effectively.

In this particular illustration, the researcher chose the method because it acted as a facilitator when teaching. The method could be of assistance to the instructor in conveying the subject matter to the student when learning about hobbies. Therefore, the students improved their writing skills as a result of the errors they made. Writing instruction can make use of a variety of different approaches. Indirect feedback from the instructor is one of the strategies that can be used.

When students are being instructed in writing, they are typically given a topic or theme to write about and then asked to create a piece of freewriting based on that topic or theme before turning in their work. The student's writing is provided once more by the instructor, along with the instructor's comments on how to improve it. Direct corrective feedback is one of the most common forms of corrective feedback given to students for their written work. This is the type of feedback that the instructor favors because, in her opinion, providing students with immediate corrective feedback is the simplest and most expedient way to provide corrections to their written work. In point of fact, receiving direct feedback does not cause the students to self-diagnose their own errors.

Previous research using the book "increasing students' descriptive text Writing success through feedback" by (Evayanti, 2013) was carried out at SMP Taman Siswa II Bandar Lampung's second year to investigate whether or not there is an increase in students' descriptive text writing success as a result of input. Indirect written feedback from teachers was utilized in this research as the source of feedback. The study was conducted using one class of second-year students during the even semester of the academic year 2011/2012. There were a total of 24 students enrolled in that particular class. Before attempting to provide a solution, it was decided to test the students' basic writing ability by having them create the first draft. After that, the professors requested that the students make a second draft in order to revise and rewrite their first draft based on the comments that were made regarding their papers. As a consequence of this, there was an improvement in the students' ability to write descriptive texts as a result of

receiving feedback from their teachers, and feedback from teachers has the potential to improve students' scores in all five components of writing.

Another study on indirect feedback from teachers, this one conducted by, can be found here (Alghazo, 2009). His studies aimed to investigate the impact that trainer error remarks had on the students' abilities to self-correct when faced with writing problems at Al-Hussein Bin Talal College. the The total number of participants across all three sessions (102) were split as follows: the control group session consisted of 25 people; the experimental groups consisted of one person who provided direct feedback (44), and the other participant provided indirect feedback (25). (33). According to the findings of the research, students who were provided with indirect feedback performed significantly better than those in the management and direct comments groups.

Last but not least, Eslami's most recent research, which was conducted at Urmia college in Iran in 2014 and titled "The effects of Direct and indirect Corrective feedback techniques on EFL students' Writing," This investigation was carried out with the purpose of contrasting the performance of the two distinct modes of Written Corrective feedback, namely direct red pen feedback and indirect feedback. This study used a sample size of sixty college students, each of whom were randomly assigned to one of two groups: the participants in the first group were given the direct red pen method, whereas the participants in the second group were given an indirect technique. Three different pieces of writing were produced by the participants (pre-test, immediate post-test, and delayed post-test). In the remarks, an emphasis was placed on accessible topics beyond anxious errors. They discovered that the institution that received indirect feedback performed better on each immediate submit-test and delayed post-test than the group that received direct feedback.

Due to the fact that the findings indicate the indirect feedback group performed noticeably better than the red pen feedback group when the delayed post-check was administered. The findings demonstrated that students were more likely to remember the indirect feedback method as opposed to the direct red pen method. This was due to the fact that the indirect feedback method required students to make assumptions on their own.

It was clear from the findings of these studies that indirect feedback is superior to direct feedback. This was demonstrated by the fact that each study found that indirect feedback was better than direct feedback. The majority of studies, on the other hand, concentrated on the positive effects of either direct or indirect input on college students. As a result, the researcher who conducted the current

investigation was tasked with determining whether or not students' writing abilities can be improved through the use of teachers' indirect feedback and whether or not it can be implemented in senior high school students. In addition, the design of this study was distinctive from that of previous research because the majority of the prior research centered on contrasting direct and indirect feedback. Even this research made the best use of indirect feedback from teachers in order to solve the problem in all five aspects of writing, which are content, organization, grammar, vocabulary, and mechanics. In light of this, the investigation was given the title "enhancing college students' Writing ability in Recount text through indirect feedback at the first Grade of SMA Negeri 5 Bandar Lampung."

METHOD

This study involved quantitative methods. The investigation was carried out using a design known as One group Pretest-Posttest, which is a form of pre-experimental methodology. Within the second semester of the academic year 2015/2016, the population of this study moves up to the first grade of SMA Negeri five Bandar Lampung. The group that served as the sample was from X.10, which had a total of 32 students. In order to facilitate the collection of the statistics, it was requested of the students that they compose a recount text as their first draft. The purpose of the first draft is to evaluate the students' basic writing ability before proceeding with treatments. After that, the second draft assignment for the students consisted of writing a recount for the class. The students' second drafts were evaluated to determine the extent to which their writing abilities had improved as a result of the treatments. The students were given them as a treatment, and the technique that was used was the instructor providing indirect feedback to the class. The text was retold based on the following five aspects of writing: the subject matter, organization, grammar, vocabulary, and mechanics. In order to arrive at a conclusion, a statistical test known as a Repeated Measured T-test (Paired sample T-test) was applied to the ratings of both the first draft and the second draft created by the groups. Statistical Package for the Social Science (SPSS) version 18.0 was utilized in order to arrive at the results.

DISCUSSION

The result of the calculation showed that the t-value was 8.420, which was greater than the data significance based on the t-table by a minimum of 2.40 (the t-price was higher than the t-table), and the significance level was 0.00, which was less than 0.05. It meant that there was a difference in the students' writing ability in recount texts after the implementation of indirect feedback as the method. [Citation needed] [Citation needed] In regard to the hypothesis, the alternative, known as the null hypothesis, was found to be untrue, while the research hypothesis was found to be true.

Student improvement was one of the goals of this study. To find out whether or not indirect feedback could have a positive effect on students' writing ability, the researcher conducted the first draft in the first meeting before the treatment, and

the second draft was born at the end to see the improvement in students writing. We can see the students' progress from the table below:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	First draft	48.4688	32	11.64248	2.05812
	Second draft	61.4375	32	9.37890	1.65797

According to the information presented above, the students' mean score for the first draft was only 48.46, which is considered to be very poor. The students' average score went up to 61.43 points while we were working on the second draft. Because of this, it was demonstrated that there was a change in the students' writing ability to recount text after the implementation of indirect feedback as a strategy in the classroom.

To determine whether the component improved the most after implementing indirect remarks, the researcher performed the first draft in the first meeting earlier than the remedy. The second draft was conducted at the end to peer the improvement of students writing in each aspect. We can see the table below:

Aspect of Writing	Mean Score of First Draft	Mean Score of Second draft	Gain
Content	15.39	18.17	2.78
Organization	9. 94	12.78	2. 84
Vocabulary	10	14.26	4.26
Grammar	10.77	13.12	2.35
Mechanics	2.25	2. 98	0.73

Based on the table above, we could see an improvement in each aspect of writing after implementing indirect feedback in teaching recount text writing. But, the most significant improvement in the student's score was in the vocabulary aspect. So, it could be concluded that the element of writing that improved the most after implementing indirect feedback as a technique was vocabulary.

This research showed that the implementation of indirect feedback as a method of teaching writing had a positive effect on the student's ability to write recount text. It is evident from the comparison of the average scores for the first and second drafts. [Citation needed] The findings demonstrated that students' writing abilities had improved in terms of the subject matter they wrote about, as well as their organization, vocabulary, grammar, and mechanics. The most noticeable change in my writing was in the expansion of my vocabulary. It is evident from the comparison of the average score for the first draft and the second draft. [Cause and effect]

This finding showed the result of (Evayanti, 2013) who found that teacher feedback can enhance students' writing ability in descriptive text. it could be seen from the table below:

	The score of Pretest	The score of Posttest	The increase	Level significant
Mean	52.70	80.62	27. 92	.000

From the table above, it could be visible that the improvement of students' writing ability in the descriptive text through teacher feedback was 27.92. While the result of this study:

	The score of First Draft	The score of Second Draft	The increase	Level significant
Mean	48.46	61.43	12. 97	.000

Since the students' writing ability in recounting text improved after the teacher used indirect feedback as a technique, it can be seen from the table that this research also proved that there was an improvement in students' writing ability. The progress was 12.97, which can be seen above.

Students were able to reduce the number of errors they made in their writing by receiving feedback in a roundabout way. The students' writing abilities will improve as a result of receiving indirect feedback, and the corrections will be retained in their memories for the long term. The students, in their capacity as writers, need to cut down on the number of common errors they produce. According to (Liu, 2008), it is supported by a theory that indirect correction enables students to make fewer morphological mistakes with greater accuracy in a new piece of writing. This theory suggests that students can benefit from receiving indirect correction. It was the idea that students could benefit from receiving feedback that was not directly given to them, and that this type of feedback could assist students in reducing errors such as word choice, verb form, incorrect articles, omitted or unnecessary words, and many others.

In addition, (Eslami, 2014) showed that indirect written corrective feedback leads to either more or equal levels of accuracy in the end, which may mean that indirect error correction techniques are becoming more common over time. It is necessary, from a pedagogical point of view, to investigate whether or not indirect feedback is more beneficial than direct feedback. Although the vast majority of educators believe that coding error types takes significantly more time than simply highlighting and correcting errors, once they are familiar with the system, they will find that it is significantly more accessible than locating and fixing errors. In addition, using the indirect method of error correction will necessitate that students have sufficient linguistic knowledge in order for them to be able to self-correct errors and also self-edit their very own written work. Because of this, oblique feedback techniques can also strongly demand rather focused error correction, which is especially important for learners with low levels of proficiency.

In conclusion, it was determined, in accordance with the explanation provided above, that there was a difference in the students' ability to write in a recount after the implementation of indirect feedback as a method of instruction. To put it another way, the findings of the study demonstrated that indirect comments had a positive impact on the students' writing ability in recount texts, particularly in terms of vocabulary.

CONCLUSION

Students' abilities in all aspects of the writing process can be significantly improved through the use of indirect feedback. Therefore, it is possible to assert that the revision stage of writing instruction is the optimal time to put into practice the strategy of providing students with indirect feedback. As a result of the statistical analysis performed in the prior chapter, it was possible to deduce that the t-value (8.420) was superior to the t-table (2.040), and that the importance price (0.00) resulted in a decrease of 0.05. Both of these findings were presented in the table below. Therefore, it is possible to draw the conclusion that indirect feedback is an appropriate strategy to be applied in the revising stage of the teaching of writing. This is because indirect feedback can enable students to express their ideas more clearly in writing and to get clarification on any comments that the teacher has made. In addition, indirect feedback can help students revise their writing more effectively.

Students' ability to write recount texts improves as a result of teachers providing indirect feedback, particularly in the vocabulary component, as evidenced by the fact that the mean rating increased from 10 (pretest) to 14.26. This is due to the fact that providing students with indirect feedback can encourage them to improve their overall performance in writing by independently solving problems and correcting vocabulary errors.

It is recommended that English teachers use indirect feedback, and they can begin doing so by concentrating on the positive aspects of students' writing to help it improve. It is done in order to make it easier for students to gradually improve their capacity for self-correction. In addition, the researcher discovered that students were able to become more self-motivated and independent during the process of learning when they were given indirect feedback.

Because the researcher in this study only used 16 different codes for indirect feedback, a subsequent researcher recommended that the researcher add more codes and try to use as many of them as possible. The students' performance in the organization and mechanics components resulted in low overall scores. Therefore, additional research should be done to discover another alternative method to improve students' writing ability, particularly with regard to the mechanics and organization of their writing.

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